THE MISSION OF A SEMIRURAL COMMUNITY COLLEGE: AN ANALYSIS OF THE PERCEPTIONS OF COMMUNITY LEADERS AND COLLEGE ADMINISTRATORS

By

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by

June Hamilton Abbott

This study is dedicated to the following special people: my parents, Joseph Albert and Eunice Bennett Hamilton, who loved me and raised me to utilize my capabilities to help others, to set and to aspire for ever loftier goals, and to live my life as a responsible and useful citizen; and my son, Bradley Hamilton Abbott, who inspired, listened, loved, and encouraged me in my pursuits of those loftier goals.

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Administrators of community colleges must clarify the mission(s) of their institutions as they prepare for the 21st century. In light of this need, the purpose of this study was four-fold: (a) to analyze the perceptions of community leaders regarding the mission of a semirural Florida community college, (b) to determine the extent to which community leaders indicated the mission was being fulfilled, (c) to compare and contrast the perceptions of selected administrators and community leaders, and (d) to compare the perceptions of community leaders in the semirural community college area with those of leaders in an urban community college area.

One hundred community leaders in the semirural community college area responded by mail to a survey of 27 items keyed to four categories: conventional occupational

education programs, college-community linkages, participation in state sponsored economic development programs, and college responses to international encroachment in the economic environment. In addition, semistructured interviews with 18 selected college administrators and community leaders were conducted.

Although respondents gave strong support to college programs, they gave little support for the use of tax funds for these programs. Strongest support was given for the conventional occupational education programs and least support for programs directed toward international encroachments on the economy.

Although the semirural and urban respondents rank ordered their priorities in an identical manner, the urban respondents gave greater support to items on the "important to do" dimension. When the responses of the semirural community leaders and college administrators were compared, the researcher found that both groups supported the mission(s) of the college. Although community leaders revealed a vague, general notion of how the mission of the college functioned, the administrators offered specific suggestions for improvements in the image and mission(s) of the college and spoke of long-range planning and changes.

The researcher recommended that administrators at other community colleges replicate the study at regular time intervals and consider applying the study to other missions

of their institutions. Finally, the need for community college administrators to develop greater understanding of the role of the community college in a rapidly expanding global economy was indicated.

CHAPTER 1
INTRODUCTION

Community college administrators enjoyed rapid expansion of enrollments and physical plants during the 1960s and 1970s (Vaughan, 1984). However, during the 1980s, administrators found themselves entangled in debate as the public increased fiscal, social, and political pressures and asked questions regarding the various missions of the community college. Administrators began to face declining enrollments and decreased financial resources, as well as increased public emphasis on accountability and a higher quality of education.

Vaughan (1984) and Selden (1984) noted that this turbulence in education caused the public (i.e., taxpayers, students, financial donors, and institutional trustees) to raise questions regarding the various missions of the community college, especially the economic/occupational mission. How well had the administrators of the community college actually served and interfaced with the people in the service area to accomplish the economic mission of the community college? The questions raised by the public created many problems for administrators. The college administrators were caught in a dilemma, yet they found limited financial sources to finance those needs perceived

by the public. For example, administrators faced controversies regarding public financial support for classes. To what extent should the classes be financed by fees? Should the recipient of the instruction bear the total cost of a class, or should the state finance part or all of the instruction with tax funds?

The pressures that administrators of Florida community colleges face in the 1990s are especially acute, because Florida is one of the fastest growing areas in the United States (Dunkelberger, 1989). The challenge of rapid demographic changes and economic growth compounds financial concerns for present and future programs at the community college. This challenge raises the question of how well the college administrators utilize the open-door philosophy in order to serve the economic mission of the community college.

Thornton (1972) described the open-door philosophy of the community college as the philosophy that supported the admission of any high school graduate. Gleazer (1980), long-time president of the American Association of Community and Junior Colleges, described the student body of the community college as a "cross section" instead of a "top slice," because the leaders established the community college system with a more flexible admission policy than the university system (Gabert, 1981, p. 19). The Commission on the Future of Community Colleges (1988) as well as others

have described the majority of community college students as (a) commuting from home rather than living in a dorm, (b) enrolling as part-time students rather than as full-time students, (c) assuming responsibilities for families and jobs in addition to school commitments, (d) enrolling at an older age than the typical freshman and sophomore in the four-year colleges and universities, and (e) being female students (Commission on the Future, 1988; Cross, 1988; Darkenwald & Merriam, 1982; Gabert, 1981; Gleazer, 1980; Knox, 1980; Koos, 1970). As each community college serves a unique environment, no universal mission can be formulated. Each community college must examine its own environment, present programs, and then formulate a strategic plan for meeting the economic development mission of the college service area.

Statement of the Problem

The purpose of this study was four-fold: (a) to analyze the perceptions of selected community leaders regarding the economic mission of a semirural Florida community college, (b) to evaluate the extent to which these community leaders indicated the mission was being fulfilled, (c) to compare and contrast the perceptions of selected community college administrators and selected community leaders in a semirural area through the use of semistructured interviews, and (d) to compare the perceptions of these community leaders of a semirural area

with the reported perceptions of community leaders in an urban area. Additionally, the researcher sought to develop procedures that other community colleges may use to determine whether or not they are meeting their mission(s).

The following research questions provided a focus for the study:

1. In what ways do perceptions of community leaders differ from the perceptions of community college administrators in regard to what they consider positive about current college programs?

2. In what ways do the perceptions of community leaders differ from the perceptions of community college administrators in regard to what they consider negative about current college programs?

3. What are the perceptions of community leaders regarding the following:

   a. changes needed in the current occupational, developmental, and basic education programs;

   b. articulation and linkages with the various organizations and sectors of the community;

   c. college participation in state sponsored economic development programs; and

   d. encroachment from international competition in the local economic development?

4. Among those items that community leaders responded as "strongly disagree," "disagree," or "undecided" on the

five-point scale of "important to do" of the survey instrument, how did the college administrators clarify misconceptions or misunderstandings?

5. In what ways do perceptions of community leaders of a semirural area compare with the reported perceptions of community leaders in an urban area?

Need for the Study

Administrators find few guidelines to follow in designing the economic mission for community colleges because each community college serves a distinctive and individual community. Wattenbarger, quoted in Wahl's (1987) edited version of Richter's study of The Economic Development and the American Community College, noted "every community college exists in a unique environment that clearly abrogates the possibilities of establishing a universal mission. Previous research has provided only limited guidance for an individual institution seeking to formulate a mission within its own service area" (1987, p. i). Richter's study, according to Wattenbarger "developed the theoretical basis and a model process for determining institutional missions via the formal investigation of institutional environments" (p. i). Wattenbarger further recommended that others use Richter's questionnaire when seeking to identify the mission of an individual community college.

Richter (1986) mentioned three considerations to justify his choice of the economic/occupational mission. "First, the nation's economic welfare depends upon the cultivation of a highly skilled workforce" (p. 7). Second, the "nontraditional linkages between business and education are becoming increasingly important" (p. 7). Richter's third consideration was that "the role of the community college with respect to overall national, state, and local economic development is rapidly expanding" (p. 8). The researcher's review of literature substantiated Richter's three considerations.

Richter's (1986) review of dissertations revealed an increased frequency of economic development mission studies on the community college level since 1970. He divided the studies into two groups: one group related to a single part of the role, and the other group related to the broader concept of the state system of community colleges. His review revealed that the more current dissertations were either too narrowly focused or too broadly focused to be of any useful application for the leaders of a single college.

From Apps (1988) review of literature, he noted that the United States experienced a dramatic shift in the economy from one emphasizing production of goods to one providing services. Garrison (1985) stated that one of the greatest challenges today is meeting the needs of our nation through human resource development. Garrison and Korim

(1982) indicated that increased national productivity resulted from improving the quality of the labor force, because many nations in the next decade will note a decrease in capital and a growth of technology similar to our economy. Who should and will provide the needed educational services? Who will pay for those educational services? Bundy (1982-83) noted that the community colleges of our nation were "willing and able to undertake the task" of retraining employees (p. 44). Burger (1984) suggested that although economic development was not just the responsibility of the community college, that same economic development could not be accomplished without the community college.

Significant controversy among scholars and practitioners in the field regarding the various missions that comprise the comprehensive mission of the community college created a need for more research on the topic. Richter's (1986) study of the economic/occupational mission of Miami-Dade Community College reflected the mission of an urban community college with a rapidly increasing population rate. As more people continue to establish their residences in the three-county area of central Florida, the former rural service area of the community college in the present study will quickly become more urban in nature. As the area increases in population and reflects a more urban environment, the administrators of the community college

will face the challenge of an ever-changing economic/occupational mission for the college. The administrators of the community college, by using Richter's model and interpreting the collected data, should be able to adjust the economic mission of the college to meet the needs of the people living in the area.

Delimitation

The following delimitation applied to the study:

1. The responses were confined to those responses returned by members of the various advisory committees from a central Florida community college. Therefore, data collected in this study could not be generalized beyond this group. The advisory committee, which totaled 207 members at the time of the study, represented a cross-section of the leadership in the three-county service area.

Assumptions

In designing this study, the researcher made the following assumptions:

1. The people serving on the vocational, allied health, and business advisory committees at this particular central Florida community college represented a cross-section of the business and industry leaders in the three-county area, because a variety of community leaders represented the three-county service area on the advisory committees.

2. The responses to the survey from the members of the various advisory committee members were honest and could be taken at face value.

3. The responses from the selected interviews of community leaders and college administrators were honest and could be taken at face value.

Definitions of Terms

The terms used in this study are defined as follows:

Adult learner refers to any adult (a person who has attained the legal age of maturity) enrolled in a course of study, whether special or regular, to develop new skills or qualifications, or to improve existing skills and qualifications.

Andragogy refers to the art and science of helping adults learn, based on self-directedness, experience, readiness to learn, and problem centeredness.

Articulation refers to the alignment or coordination of community college programs with those offered at the secondary, four-year level, or with training programs sponsored by business or public agencies. The essential purpose of articulation is to assure a smooth transition of students from one educational level to another without unnecessary delay or duplication of effort. Some articulation agreements may involve the formal award and transfer of credits.

Basic/developmental education refers to the provision of the community college to prepare students with serious basic skills deficiencies in mathematics as well as written and oral communications.

Community college refers to the institutions providing postsecondary education and training at a level less than a baccalaureate degree. In this study, community college, junior college, technical, and two-year college are used interchangeably.

Contract training/contract program refers to agreements made by leaders of an organization and the community college administrators in which the community college personnel design and provide needed specialized training for the organization.

Economic development refers to the systematic, organized promotion of economic growth and business activity. When it is applied to a state, it involves efforts to create new jobs, reduce unemployment, and strengthen the current technical base.

Information skills refer to analysis, synthesis, and evaluation of qualitative and quantitative data, including the ability to read critically, to conceptualize, to draw conclusions, and to communicate this understanding verbally or in writing.

Model refers to a standard for imitation or comparison.

Open-door policy refers to the policy of community college leaders to admit any person as a student regardless of the person's grade point average or type of diploma. According to this philosophy, college administrators must admit anyone "who can profit by the experience."

Pedagogy refers to the art or science of teaching or educating children.

Postsecondary refers to any type of training or education that occurs beyond the high school.

Service area refers to a geographical area that is assigned by law as the area to be served by a particular college.

Methodology

The researcher conducted a mail survey of community leaders in the service area of a central Florida community college who were serving on the various advisory committees at the college. The advisory committee group of 207 individuals included a cross-section of leaders in three central Florida counties. In the first phase of data gathering, community leaders responded to a survey instrument which contained 27 two-part items (Appendix A). The respondents were asked to rate (a) the importance of each item to the college mission and (b) the need to finance the item with tax dollars. A stamped, self-addressed envelope and a cover letter from the president of the college were also included in the mail-out (Appendix A).

Respondents returned 72 usable responses and 7 unusable ones. A follow-up letter and survey were sent, because 100 responses had not been returned within the six-week period. On the second mailing, respondents returned 28 additional usable responses and 3 unusable responses. This resulted in a return rate of 53.5%. Analysis of data included descriptive and inferential statistics. The researcher used SAS to run t-tests between the two mailings to see if there were any significant differences in how the respondents responded (Appendix B). The researcher also ran t-tests between the means of the survey results and the means of Richter's (1986) survey results. Because Richter (1986) had not included the number of responses nor the standard deviations for each item, the researcher assumed that Richter's (1986) information was similar to the present study and used that number of responses and standard deviation for each item in calculating the t-tests.

In the second phase of data collection, the researcher sought to clarify patterns that emerged from the survey by conducting 18 semistructured interviews (see Appendix C) with nine selected administrators and nine community leaders regarding (a) questions relating to present programs, (b) responses to growth, (c) future growth potentials, (d) barriers to the use of the college, and (e) financing to be used. In order to see how the mission statement had changed over the years in response to the needs of the community,

the researcher analyzed college documents including catalogs, regional accreditation reports, strategic plans, year-end comments regarding the strategic plans, and activities of the college beyond the arts and sciences.

Because the survey instrument used was developed by Richter (1986) in his study of Miami-Dade Community College's economic mission, the researcher also conducted t-tests of the mean results from community leaders in metropolitan Dade County with the mean results from the community leaders in the more rural area of north central Florida. Because Richter polled only community leaders for his study, the comparison was limited to that portion of the study.

In comparing the responses of this study with Richter's (1986) study, the following research questions provided the focus:

1. In what ways do the perceptions of community leaders from the two different geographical areas differ in what they consider positive about current college programs?

2. In what ways do the perceptions of community leaders from the two different geographical areas differ in what they consider negative about current college programs?

3. In what ways do the perceptions of the two groups differ in their reactions to

    a. changes needed in the current occupational, developmental, and basic education programs;

b. articulation and linkages with the various organizations and sectors of the community;

c. college participation in state sponsored economic development programs; and

d. international encroachment in the economic development?

4. On what issues do the community leaders group need clarification due to lower ratings on the 5-point scale of importance?

5. In what ways do the perceptions of community leaders of a semirural area compare with perceptions of community leaders in an urban area?

Summary

The public (i.e., taxpayers, students, financial donors, and institutional trustees) has raised questions regarding the missions of the community college, especially the economic/occupational mission. Florida community college administrators must face this tempest in education as well as the challenges of rapid demographic changes and economic growth. The researcher in this study surveyed community leaders, analyzed their perceptions of the economic/occupational mission of a central Florida community college, compared and contrasted the perceptions of selected community college administrators with community leaders, and developed procedures that other community college

administrators might use to determine whether they are meeting their mission.

Organization of the Study

The dissertation was organized into five chapters. The review of literature is in Chapter 2; methods and procedures used in this study are in Chapter 3. The fourth chapter contains the presentation and analysis of the data; a summary of the study, along with conclusions and implications, comprises the fifth chapter.

CHAPTER 2
LITERATURE REVIEW

In order to examine the need for partnerships between business/industry personnel and community college administrators and to observe successful economic development programs, this chapter is divided into three main sections: the community college mission(s), an overview of Richter's (1986) study of the economic mission, and a review of successful economic development programs in the United States. While reviewing the literature of successful economic development programs in the United States, this researcher looked at the general economies of the nation and State of Florida as they related to education, the skills crisis and training needs of Americans, as well as some successful and outstanding working partnerships in American community colleges.

Vaughan (1984) described the future concerns of the community college leaders as diminishing funds, external and internal pressures on administrative processes, and impact of the information age. He also pointed out that the major issue facing leaders remains the perennial question since community colleges began: How can the community college remain a vital part of the American scene? This researcher

conducted this study to answer those questions and offer some recommendations for meeting the challenges of the 20th century.

The Community College Mission

As American community colleges move into the fifth generation of their history, their leaders face the ever growing issues of quality and mission. The fundamental question posed by Gardner (1961) still exists: Can we provide equality of opportunity and expect excellence too? Defining the mission and purpose of the community college today has become a harder task than it was in earlier generations due to pressures and differences in each locality.

Although administrators enjoyed rapid expansion of enrollments and physical plants during the 1960s and 1970s, they also realized that the forces of the 1980s increased fiscal, social, and political pressures on the various missions of the community college (Vaughan, 1984). Vaughan (1984) and Selden (1984) noted that this turbulence in education caused the public (i.e., taxpayers, students, financial donors, and institutional trustees) to raise questions regarding the various missions.

The open door access to community colleges, paved by such movements as the President's Commission on Post-High School Education and the GI Bill, has influenced their development with the entry into higher education of minority

groups, women, students from the lower quartile of graduating classes, and students from the lower socioeconomic groups. Vaughan (1984) considered the open door as the hallmark of the community college because this open-door access made higher education possible for many more people.

In a review of community college literature from 1979 through 1981, McCartan (1983) noted a need for community college policy makers to reflect, to reassess, and to reform their mission statements. Richter (1986) suggested that, because community college leaders must answer to many masters, they are vulnerable to interference from others in the educational community if they do not question and evaluate their various missions and goals on a periodic basis.

Nespoli and Martorana (1983-84) described the community college mission as evolutionary in nature. Breneman and Nelson (1981) contended that the leaders of each community college must assume the responsibilities for how changing missions and restrictive financing fit into the economic and political circumstances of that particular community college. Nespoli and Martorana (1983-84) referred to the community college as "the people's college" (p. 11) and suggested that community college leaders need to take a more proactive approach while working with local, state, or national policy makers.

In the report by the Commission on the Future of Community Colleges (1988), the Commission agreed that the community colleges have become the largest single sector of higher education in the United States and have responded creatively to the educational needs of millions of Americans; however, they felt that the community college leaders needed both to recognize and to enhance the dignity and power of individuals. The Commission defined the term "community" as "not only a region to be served, but also a climate to be created" (p. 7). In other words, they saw community college leaders as responsible for the comprehensive mission not just the outreach or partnerships within the community. The Commission explained that as college administrators sought to build community, they would "encompass a concern for the whole, for integration and collaboration, for openness and integrity, and inclusiveness and self-renewal" (p. 7). They also predicted that the community college leaders' most essential challenge would be to affirm the community at the college as they serve a diversified student body. Because of the community college open-door policy, the Commission further contended that community college leaders could be the leading architects in the building of new communities.

Vaughan (1984) pointed out that the community college mission must stay in a constant state of evolution in order to meet the needs of the community. Although the stated

purposes of each individual college might differ, Vaughan (1982) stated that the 1981 mission statement from the board of directors of the American Association of Community and Junior Colleges (AACJC) captured the spirit of the missions of the individual community colleges:

> The mission of the American Association of Community and Junior Colleges is to exert leadership, act as advocate, and provide services in support of community, technical, and junior colleges, as these institutions deliver accessible educational opportunities designed to address the needs of the individuals, organizations, and communities forming their constituencies. (p. 10)

He further emphasized that although changes have occurred over the years, the major focus of the community colleges "continued to emphasize the teaching function, accessibility, low cost, and comprehensive offerings" (p. 25).

Cross (cited in Deegan & Tillery, 1985) supported the idea that the community college must respond to a wide range of people and organizations in its vertical focus, the traditional approach that places the community college between the high school and the four-year college as an essential part of the American formal educational system. Cross also pointed out that Gleazer's (1980) horizontal focus may be too idealistic and too radical for the 1980s, but it may dominate the vertical focus by the end of the century when the community college will need to assess

community needs as well as coordinate educational services for the community.

Benke (1989) indicated that any good college would provide student access to an education regardless of space, time, money, or academic preparedness. He listed the missions of a community college as

> To give each student the means to understand and to enjoy his or her place in life, and the importance of it; to give each student the intellectual tools to be a knowledgeable, responsible, voting citizen of his or her town, state, and country; to give each student the intelligence to be humane; and to give each student the means to earn a living. (p. 2)

Doucette (1983) noted, in his research on the missions for community colleges, that limited research had been conducted on defining the missions for community colleges. In analyzing the data from his extensive survey to Arizona community college constituents, he found that the respondents perceived the community colleges in terms of the clientele each college served rather than in terms of the functions or services of each. The respondents supported the traditional academic functions that provided public benefits in contrast to those that provided private benefits.

Caruthers and Lott (1981) noted, in their review of missions, that an understanding of an institution's mission results in more realistic strategic planning and more viable decision making by administrators. From their research on

missions, they described the present era as one of retrenchment due to declines in college enrollments in many areas as well as public concern over increased taxation (p. 13). They concluded from their research that an understanding of the mission statement needed to be integrated into the planning, budgeting, and day-to-day decision making for the college.

The Commission on the Future of Community Colleges (1988) pointed out that

> Partnerships with employers for the training and retraining of the community's work force must be recognized as an important component of the continuing educational program in community colleges. We urge that alliances with employers be carefully integrated into existing community college programs and interests. (p. 39)

Richter's Study of the Economic Mission

Richter (1986) concluded that each community college exists in a unique environment; therefore, a universal mission does not and cannot exist. In a study of the community college and economic development, Richter (1986) developed the theoretical basis and a model process that community college leaders could utilize in order to determine the institutional missions within the environment of each individual community college.

Richter (1986) focused his investigation on the relationship between Miami-Dade Community College and its economic environment. He conducted his study in four different stages. He first developed a conceptual framework

from his review of literature on the general systems theory. In that section, he identified the community college as a social organization that depends upon its environment for both resources and goals. His second stage of the study focused on the economic environment of American community colleges. In his third stage of study, he reviewed the literature on how some community colleges have successfully adapted to the various conditions within the environment. Finally, he described the case study he conducted at Miami-Dade Community College.

Before Richter (1986) conducted the case study of Miami-Dade Community College, he developed a 31-item survey instrument based on a review of nationwide antecedent movements. On the survey instrument, Richter used a five-point scale that ranged from 1, strongly disagree, to 5, strongly agree. Richter designed each statement to have two parts for the respondent to rank using the five-point scale: important to do and support with tax funds. Richter mailed his survey to community leaders within the environment of Miami-Dade Community College and received 100 completed surveys.

After he received the completed surveys, Richter calculated the arithmetic average of all 100 surveys on the dimensions important to do and support with tax funds. He analyzed relevant measurements on each item. As a result of his assessment and interpretation of the data, Richter

discussed the implications for policy. From an analysis of his survey data, Richter established priorities:

> (1) conventional occupational education programs with strong public support, (2) customized training for business and industry with cost sharing between public and private sources, (3) cooperation with community-based clients primarily with private support, and (4) programs responding to international impingements primarily with private and foreign support. (p. ix)

Economic Development Programs

Economy of the Nation

Groff (1984) declared that the leaders of the industrial nations of the world faced turbulent times as the industrial society based on physical productivity of material goods shifted to a technological society based upon the exchange of ideas, knowledge, and information. He further pointed out that the leaders of the United States as a whole and the leaders of its individual states faced major issues including high rates of illiteracy, foreign competition, macrotechnological advances, plant and industry decay, human obsolescence, physical and social infrastructure deterioration, changes in productivity, high costs of energy and raw materials, as well as other dislocation problems. Although the problems and issues were important, Groff concluded that "no issue will be more important than the development of the intellectual capital and the implementation of planning and management systems

that forge a tighter relationship between education and the economy" (p. 43).

Most historians would agree that some people in the United States had become wealthy and powerful since 1900 by exploiting rapid changes taking place in technology, world trade, and the international political order. While working on a grant from the U. S. Department of Labor, researchers at the Hudson Institute (1987) predicted four key trends that will shape the remaining years of the 20th century: (a) American economy will grow; (b) service industry leaders, rather than manufacturing leaders, will create new jobs and new wealth; (c) the work force will grow more slowly as it also becomes older, more female, and more disadvantaged; and (d) service industry jobs will necessitate higher skill levels than the present jobs. The researchers revealed that a majority of all new jobs would require at least a postsecondary education by the year 2000 as the professional, the technical, and the sales groups would experience the most rapid growth in numbers and would require the highest education and skills levels. The researchers cautioned that education and training would be the primary systems by which the human capital of the nation would be preserved and increased. The Hudson Institute researchers stated that "human capital formations play a direct role in how fast the economy can grow" (p. 116). The leaders of education would determine the speed and

efficiency of the transmittal of knowledge which would in turn govern capital development, according to the researchers.

Other researchers have made similar predictions. Levin (1984) predicted that individuals' lives would be influenced by high technology products and processes that would have significant effects on the educational system, especially higher education. Researchers developed a list of the 40 occupations with the largest job growth from 1982 through 1996 (Silvestri, Lukasiewicz, & Einstein, 1983). As Levin (1984) contemplated the educational requirements for the 40 occupations with the largest expected job growth from 1982 through 1996, he concluded that most individuals would need a high school diploma or some community college training. Building custodians, cashiers, secretaries, general office clerks, and sales clerks enjoyed the distinction of having their occupations listed as the top five occupations by numbers involved and would not need special college training. When researchers considered the percentages, however, jobs in the high technology occupations went to the top of the charts. Researchers noted that most of the rapid growth occurred in high technology occupations, yet fewer people worked in those occupations.

Levin (1984) pointed out that most new jobs would be created in small and medium-sized firms instead of large corporations or in the government. As Levin explained, even

though many managers of Fortune 500 firms may have increased their employment figures, they have increased those employment figures primarily through acquisitions and foreign subsidiaries. In order to combat this trend, Levin urged promotion of entrepreneurship and encouragement for people to establish small businesses as well as to survive in the small business world. According to Levin, many workers will be displaced, will need new training in order to acquire new jobs, or will need retraining in order to accommodate new technologies. In order for Americans to compete successfully in the international marketplace, Levin recommended that administrators utilize a cross-cultural curriculum as well as require all students in higher education to master at least one foreign language and understand another culture as a result of a cross-cultural curriculum.

General Economy of Florida

Although statisticians and economists noted a decline in the populations of many states in the United States along with stagnation or decline in the economic activities of those states, those same economists and statisticians noted a definite increase in both the rates of population growth and business/industry growth within the state of Florida (Dunkelberger, 1989). Long (1982) previously noted that people moved from the Northeast and the North Central areas of the United States, left fewer people in those particular

areas, and increased the population figures in the sun belt states. Because Long (1982) further noted that young adults marked the highest percentage of the people moving to the sun belt states; he predicted that educators and planners could expect increased needs for postsecondary training as well as increased needs for school buildings, teachers, and child care facilities.

Hagstrom (1989) pointed out that leaders in the manufacturing industry in Florida had enjoyed a slow but steady progress within the state of Florida where leaders in tourism, agriculture, services, retailing and wholesaling dominated the economy. An economist for the labor department stated that manufacturing employment "usually grows about 1% or 2.3% each year. That's slow growth, but it's healthy. We're growing while the nation has lost manufacturing jobs" (p. 125). Hagstrom (1989) noted that a spokesperson from the Florida Department of Commerce attributed such positive forecasts and past growth to factors that attracted employers of other industries: warm weather, low wages, abundant source of potential employees, low corporate taxes, a robust economy, and a low amount of unionization. Hagstrom pointed out that, in 1988, a spokesperson for the Florida Department of Commerce announced that 180 new manufacturing enterprises were started which resulted in 23,838 potential new jobs with a total investment of $853 million (p. 125).

Marlowe (1989), a business columnist for the Orlando Sentinel, predicted a mild nationwide recession in 1990; yet he doubted that Florida would be able to escape the ravages of recession as the state had escaped in the past. Marlowe added that the people in the state of Florida possessed something that could help the state weather a mild recession, if a recession did materialize. To indicate how the state might survive a recession, Marlowe quoted another economist as saying that "Florida is perhaps the only place where a CD is not just an entertainment device. This is one state where higher interest rates stimulate consumer activity" (p. 3). Marlowe alluded to the many retirees and wealthy northern transplants who were big fans of bank certificates of deposit. He cited the example of Fort Myers where residents earned more income from dividends and CDs than from wages. Marlowe further cautioned Florida business people and planners not to expect the same kind of economic growth in the 1990s as they had experienced in the 1980s.

Florida commerce officials estimated 36.5 million tourists visited Florida during 1988, and those same tourists spent an estimated $21 billion within the state of Florida (Van Gieson, 1989, p. 5). Those same commerce officials predicted 6.2% more visitors annually in the future. Tourism, trade, and economic development interests expressed concern over possible legislative budget cuts for the commerce department budget; those interests feared that

the proposed cuts would hamper state officials as they sought to attract new industries and jobs for the state. If the budget cuts were to materialize, commerce officials expressed concern that Florida officials would not be able to compete equitably for tourists since officials from other states and foreign countries had boosted their promotional spending budgets.

Training Needs of Americans

Because approximately 21 million new workers will need training and 30 million current workers will need retraining during the last years of the 20th century, former U. S. Secretary of Education Terrel Bell (cited in Davenport, 1989) noted that the requirements for successful individuals will include intelligence, adaptation, and creativity. In other words, successful individuals in an informational society will be able to read, weigh alternatives, and use information in an information society.

McQuigg (1980) noted that administrators at colleges and universities competed with leaders in business and industry in offering educational programs. Although American business leaders had traditionally depended upon secondary and postsecondary schools to train students for jobs, the public perceived the educational leaders as ineffectively educating young people. McQuigg (1980) stated that some people even debated whether the leaders of business or the leaders of education should train the

employees. Business and industry leaders considered their employees as a resource and the money spent for training and development as an investment rather than an expense. Craig (1979) reported in-house continuing educational enrollments were approximately those of out-of-plant enrollments. For the out-of-plant enrollment figures, "universities train 114,688; associations train 71,904; and community colleges train 14,000 persons" (p. 2).

Although training directors in large American corporations spent more than $30 billion for training their personnel in 1981, they reached only 15% of the employed workers in business and industry since most Americans work for companies that employ fewer than 500 persons (Averill, 1983, p. 34). Those same employers of smaller businesses were unable financially to offer training to their employees who needed updating in technology and goals. The leaders of the community, technical, and junior colleges played a major role in helping businesses and industries meet the needs of this new economy and increasing world competition. Administrators of community colleges acknowledged that the mission of the college provided "continuing education courses, programs and activities to meet the needs of the community in the areas of vocational training, and to upgrade professional skills as requested by citizens of the college district" (Central Florida Community College, 1989, p. 5). Therefore, community college administrators need to

be adaptive and creative as they identify and address the changing needs of both society and their students (Davenport, 1989).

Community college administrators might ask business and industry leaders what skills those employers want to find in employees. Carnevale, Gainer, Meltzer, and Holland (1989) found in their study that employers expected employees to possess not only the standard academic skills, but they also expected the employees to possess other key basic skills. Employers desired employees to possess a foundation for more sophisticated job-related skills: (a) learning to learn, (b) listening, (c) oral communications, (d) problem-solving, (e) creative thinking, (f) self-esteem, (g) goal-setting/motivation, (h) personal and career development skills, (i) interpersonal skills, (j) teamwork, (k) negotiation, (l) organizational effectiveness, and (m) leadership.

As Cross (1983) pointed out, the youth of America had stayed in school in greater numbers, yet their achievement levels had declined. Smith (1982) noted that "about one-third of our youth are ill-educated, ill-employed, and ill-equipped to make their way in American society" (p. 12). In a report from Cuyahoga Community College in Cleveland, Ohio, Stainer (1982) gave some startling statistics on incoming freshmen: 37% needed remedial English and 38% needed remedial mathematics (p. 23A). McCabe and Skidmore (1982)

found that two-thirds of the entering students at Miami-Dade Community College possessed skills that were inadequate in reading, writing, and/or mathematics. Ninety percent of the minority students needed help in at least one skill, while two-thirds of the minority students required help in all three areas (p. 4). University leaders as well as community leaders have instituted remedial courses for students, including university leaders at Harvard, Yale, Cornell, Temple, and City College of New York (Cohen & Brawer, 1982; Cooperman, 1978; Roueche, 1981-82).

Leaders of various federal programs and private programs have instituted training to combat adult functional illiteracy (Fields, 1986). Watkins (1982) noted that adult functional illiteracy had cost the American public over $255 billion each year in poor job performance, foregone tax revenue, remedial education programs in both business and military, welfare payments, and crime rates. Since 27% of military enlistees were not capable of reading training manuals written on seventh-grade level, Rickover (1983) noticed that the military spent approximately $60 million a year for remedial reading skills. Wellborn (1982) noticed that 23% of the naval recruits could not finish their basic training due to poor reading skills.

Roueche (1968) noted that administrators at most community colleges throughout the nation offered an assortment of remedial, or developmental, courses in

reading, writing, and mathematics by the late 1960s. The spread of the developmental/remedial program escalated during the 1970s (Roueche & Kirk, 1973) and spread to many highly discerning universities and liberal arts colleges by the 1980s (Stadtman, 1980). Richter (1986) considered the relevance of the developmental/remedial program important since it represented the community college administration's "first line of response to the skills crisis in contemporary society, and it is as necessary for students in occupational programs as it is for students in university-parallel programs" (p. 88).

In reference to the developmental/remedial program's special contributions in occupational programs, Richardson and Martens (1982) along with Roueche and Comstock (1981) conducted two nation-wide studies that demonstrated that the highest levels of reading skills requirements were demanded in occupational programs like accounting, computer science, electronics, automotive mechanics, nursing, and allied health. A nation-wide study (Roueche, Baker, & Roueche, 1984) identified and correlated the following factors with success in developmental/remedial education: (a) a strong administrative commitment; (b) mandatory assessment and placement; (c) individualized diagnostic testing for specific learning prescriptions; (d) highly structured courses, strict attendance policies, and limitations on the student's course-load that was commensurate with the

student's family and work responsibilities; (e) award of transcripted credit; (f) individualized pacing within a set maximum length of time for attainment of mastery; (g) multiple learning systems; (h) volunteer instructors who were trained in learning theories as well as teaching strategies for nontraditional students; (i) peer tutors along with proficient counselors; (j) continuous monitoring of the student's performance along with any needed interventions; (k) contents of course based on subsequent program requirements; and (l) continuous program evaluation that focused on student success in future academic work.

Cooperative Programs

The administrators at most American community colleges offer at least one credit program specifically devised to prepare students for either immediate employment or for work advancement. Thornton's (1972) survey of 751 accredited community colleges noted 4,060 two-year occupational programs that averaged about six programs for each college. Cohen and Brawer (1982) conducted a literature review of various reports and deduced that both annual enrollments and graduations from the occupational programs at the community colleges throughout the nation had achieved congruity with those in the transfer programs. Richter (1986) noted that community college occupational programs extended over a broad range of occupations: business; engineering technology; trades and industry; health related; such

miscellaneous programs as agriculture and forestry, hotel/motel/restaurant management, interior design, and fashion design; and such specialized programs as mortuary science, criminal justice, cosmetology, and real estate. Thornton (1972) summarized and concluded that administrators of community colleges were committed to occupational education: "Each college defines its own responsibility for these courses in the light of the demands of its constituency and its own philosophy of junior college education" (p. 186).

The effectiveness of community college occupational programs can be determined by asking three questions, according to Murphy (1983-84): (a) Does the training parallel the responsibilities and skills required in the labor market? (b) Are the graduates hired in the fields for which they were trained? (c) Do employers express satisfaction with the students' training? Obviously, community college administrators seek positive answers to those questions in order to continue to provide successful programs.

Students have responded in a positive manner to the cooperative education part of the occupational programs where students spend part of their time in classes on campus and part of their time working in the occupation for which they were training. Thornton (1972) described the cooperative education as one in which college personnel

arranged the placement of the student, monitored the student's progress and performance, and awarded credit for assignments that were successfully completed. This program reflected advantages on all fronts (Patterson & Mahoney, 1985): (a) students received experience in a particular field and explored career alternatives; (b) faculty noted that demands of the work place brought curriculum in alignment, initiated contact with the community, and developed professional development opportunities; and (c) employers influenced college curriculum, screened potential employees, trained employees, and accomplished public relations goals.

In the area of linkages with other organizations in the area, administrators noted a definite increase in both the numbers and the scope. Deegan and Drisko (1985) concluded in their nationwide survey of community college administrators that if organizations are to remain effective and competitive, the leaders need to focus their attention on human resource development. Deegan and Drisko (1985) further cited contract training as a principle form of linkage that holds enormous potential as a future force in higher education as they pointed out six major sources in furnishing contract training: (a) lack of qualified instructors, (b) inadequate facilities for training, (c) difficulties in scheduling contract training courses around shift schedules, (d) low internal support for the

institution's contract training effort, (e) time required to generate a contract training course, and (f) lack of development of marketing strategies for contract training. The researchers also indicated the six most frequently cited benefits of contract training: (a) improved relationships, (b) increased revenue to the college, (c) opportunity to fulfill the college mission, (d) increased visibility, (e) opportunity for faculty to obtain "real world" experience, and (f) beneficial public relations.

Contract training programs vary both in the terms of the emphasis as well as the clientele served. Parnell and Vorhes (1982) described the General Motors Corporation contract training with 43 different community colleges to train automobile service technicians for the sophisticated technology needed. For this program, company officials provided state-of-the-art equipment, facilities, and staff while the college officials provided facilities and staff.

Another contract training participant and competitor of General Motors further elaborated. Petersen (1987), chairman of the board and chief executive officer of Ford Motor Company, stated that "Ford's mission as a company is to have the best satisfied customers in the world" (p. 27). He further explained that the key to meeting and beating the challenge of world competition lay in helping employees refine and improve their talents. The association of leaders at Ford Motor Company with community, technical, and

junior colleges throughout the nation played an integral part in meeting the challenges of change. Ford management's corporate commitment to education resulted in all Ford employees experiencing upgraded skills. Ford management supported community college administrators since the community college administrators had been instrumental in the training of Ford employees. Ford initiated two comprehensive cooperative programs with the community, technical, and junior colleges: UAW-Ford Employee Development and Training Program (EDTP), which was voluntary, and the Ford Automotive Student Service Educational Training Program (ASSET). Petersen noted further that, although community and junior colleges made up fewer than one-third of the educational institutions in the programs, the community and junior college administrators enrolled more than one-half the work-site enrollments with Ford. As Petersen summarized in his article, tomorrow's work force will require both more skills and a better foundation on which to build those skills. The community and junior college administrators have helped Ford Motor Company personnel meet the challenge.

Warmbrod (1982) described a national survey conducted by researchers at the National Center for Research in Vocational Education at the Ohio State University in which 138 college leaders responded with descriptions of 219 varied programs and practices. Alabama Technical College

administrators, in cooperation with Republic Steel Corporation leaders, developed a competency-based apprenticeship training program in the industrial electrical occupational area. In the same survey, Chicago City-Wide College personnel cooperated with the leaders at two major city public library systems; three correctional facilities; and Ft. Sheridan, an army base to share study and storage space, hardware and software, printed materials, as well as faculty members and counselors. Spokane Falls Community College administrators in Washington used master craftsmen entrepreneurs to prepare community service workers in such programs as saddle making and stringed musical instrument repair. Administrators at Clatsop Community College, located in Oregon, used up-to-date equipment that was either loaned or donated by marine manufacturers to train captains and alternate captains of commercial fishing boats. Small business owners in Ohio received technical assistance, information, and training from the Ohio Technology Transfer Organization, a network of community and technical colleges which worked in cooperation with the Ohio State University (Warmbrod, 1982).

Many college administrators have tended to look at the administrators' contract training successes in North Carolina. Formal ties between the leaders in the Department of Community Colleges and the leaders in the Department of Commerce aided North Carolina administrators work with

leaders in banks, utility companies, and other community agencies in the recruitment of new industry and the training and other services needed (Campbell & Faircloth, 1982; Scott, 1987-87).

Hamm and Burger (1988) focused on "colleges that do business with business and do it right" (p. 121). They mentioned the Greyhound training project that was conducted in cooperation with leaders at Des Moines Area Community College, among the first to appoint an economic development specialist to a senior management level. Leaders at Guilford Technical Community College in North Carolina worked with American Express to train 2,000 employees over a four-year period of time (p. 121).

Martorana and Garland (1984) reviewed some of the annual reviews of state legislation affecting community colleges as compiled from the Center for the Study of Higher Education at Pennsylvania State University and the National Council of State Directors of Community and Junior Colleges. After they looked beyond the motivators of the broad goal of enhancing economic development, continued high unemployment, Job Training Partnership Act incentives, and the rapid transformation of high technology, they decided that public policy makers had created a new limelight for the commitment of the community college leaders to serve the needs of local business and industry.

Although some state administrators do not enjoy strong financial support for economic development, Breneman and Nelson (1981) stated a need for strong state support for high-quality equipment and instruction that would enable conventional community college occupational programs to adapt better to both student interests and changing labor markets. Leaders in the several states have designed various ways to provide funds for economic development. Parnell (1982) noted that North Carolina leaders had called for funds from the state so that various training programs were administered by community college personnel at little or no cost to the management of the participating businesses. Illinois leaders operated the business centers/economic development offices in all 39 Illinois community college districts and financed them with state funds (Burger, 1984).

Leaders have enjoyed the use of appropriated special funds for specific economic development activities at specified individual community colleges. Warren (1982) described such a project for Southern Maine Vocational Technical Institute leaders to begin a machinist apprentice program. Florida Junior College used $67,000 in state funds to develop a training program aimed at persuading the Bendix Corporation to move to Jacksonville, Florida (McKinnon, 1982).

In 1985, the Florida Legislature, buoyed by the Florida Junior College-Bendix project, established the Sunshine State Skills Program in order "to act as a catalyst to bring together community colleges and employers with specific training needs related to new, expanding, or diversification of business and industry" (State Board of Community Colleges, 1985, p. 8). Members of the Legislature expected to stimulate economic development by having participating firms match the grant amounts appropriated from state funds. Administrators at Central Florida Community College received an award for 1989 of $1,050,037 in Sunshine State Skills grants in order to provide special training with leaders in seven local businesses: Emergency-one, Inc.; Mark III Industries; Martin Marietta; Certified Grocers; Ocala Marine; Pal Pneumatic Products Corporation; and Decca Corporation (F. Latham, personal communication, September, 1988).

Katasina and Lacey (1989) listed seven models of non-traditional involvement by community colleges in economic development based on diversity. They gathered information on the colleges from three sources: "presentations by officials of the institutions at regional and national meetings; technical reports, brochures, institutional audits, and other information supplied by the colleges; and personal interviews" (p. 26). Katasina and Lacey chose the Institute for Business and Industry at Lake Michigan

College, Michigan; the Mid-Florida Research and Business Center, Inc. at Daytona Beach Community College, Florida; the Pueblo Business Assistance Network at Pueblo Community College, Colorado; the Office Automation Center at Trident Technical College, Charleston, South Carolina; Performance-Based Contracting at Florida Community College at Jacksonville, Florida; the Bevill Center for Advanced Technology at Gadsden State Community College, Alabama; and the Center for Business and Industry at Miami-Dade Community College, Florida.

Community college leaders in the United States sought ways to attract business/industry development and also to build a stronger economy. Administrators at Rio Salado Community College in Phoenix, Arizona, implemented an audioteleconferencing system that numerous businesses/industries within the 9,000 square-mile college district can use in training employees (Boyd-Beauman & Piland, 1983). Leaders at Scottsdale Community College in Scottsdale, Arizona, have developed the Pima-Maricopa Indian Community Training Program for the training of construction workers and shopping center employees (Boyd-Beauman & Piland, 1983).

Other partnerships in the community include the Metropolitan Community Colleges, Missouri, which have developed educational programs to break the cycle of poverty. Other such programs for revitalizing inner cities

include Miami-Dade Community College's work with the Latin immigrants; Florida Community College at Jacksonville's efforts with adult education; and Community College of Allegheny County's efforts to retrain workers in Pittsburg, Pennsylvania (Reinhard, 1989b, p. 6).

Not all partnership jobs are glamourous or clean. With the growing problem of hazardous waste removal, Eastern Iowa Community College District developed a Hazardous Materials Technician Program in 1987. Others who have developed similar programs include Front Range Community College; Wayne County Community College, Michigan; Sinclair Community College, Ohio; and Wayne Technical College, Ohio (Reinhard, 1989a).

Summary

The administrators of community colleges are caught in the uncertainties of change. As the economy fluctuates and demographics change, leaders will need input regarding the training needs of the people. As society undergoes a transformation from the physical production of material goods to that of a postindustrial society which stresses productivity based upon an exchange of ideas and knowledge, administrators face numerous challenges. Winter (cited in Katsinas & Lacey, 1989) noted that the challenges involve leaders' abilities to create a more flexible and competitive work force. The relationship of postsecondary education to the economy remains an important issue since foreign

competition, technological advances, production changes, high equipment costs, plant obsolescence, and infrastructure deterioration have caused multiple worker layoffs and dislocation in the economy.

Academic leaders also face the challenge of strategic planning that uses the capabilities within the educational institutions. Not only do educational leaders need to consider data within an institution, but they also need to consider data on the external environment of the institutions in order to audit strengths and weaknesses and to assess opportunities as well as threats from the external environment.

Administrators face a third challenge in the form of linkages of education with business and industry. The educational leaders face the challenge of redesigning the educational curriculum and training delivery system to one that reflects user control and relevance as well as state-of-the-art. The fourth challenge that administrators face is the problem of illiteracy and retraining. Economists and production experts have noted that functional illiteracy and lack of training for specific jobs posed problems for both the employed and the unemployed in a technological age characterized by a high state of obsolescence and dislocation.

After reviewing the literature, one realizes that both the work place and the skills needed by the employees are

changing. If the leaders of this nation continue to maintain the world economic leadership position as well as develop toward a person-centered society that benefits from science and technology, then educational leaders must commit themselves to strategic planning and visions, implement those visions and plans, redesign education so that lifelong learning results, and focus on solving the problems of illiteracy as well as retrain dislocated citizens. For community college administrators to make a positive difference in the future of higher education, they need to use proactive approaches rather than reactive measures. Community college administrators face difficult challenges, but they possess the capabilities for adjusting to those changes with the needed reforms and proactive approaches. Since the main challenge to leaders of community colleges for the future remains quality of education; leaders can meet that challenge by identifying and working toward agreement on the mission(s) of the community college.

CHAPTER 3
METHODOLOGY AND PROCEDURES

In this chapter, the purpose of the study, a description of the survey instrument, the methodology used for collection of data, and the procedures for analyzing the collected data are discussed. This chapter also includes the modifications the researcher made to the survey instrument, as well as the methods used to select the sample to survey.

Purpose of the Study

The purpose of this study was four-fold: (a) to analyze the perceptions of selected community leaders regarding the mission of a semirural central Florida community college, (b) to evaluate the extent to which these community leaders perceived the economic mission of the community college was being fulfilled, (c) to compare and contrast the perceptions of selected community college administrators and selected community leaders through the use of semistructured interviews, and (d) to compare the perceptions of community leaders of a semirural area with the reported perceptions of community leaders in an urban area. As an additional purpose, the researcher sought to develop procedures that community college administrators

could use to determine whether they are meeting their economic mission(s).

Survey Instrument

The survey instrument used in this study was a modification of the survey instrument that Richter (1986) developed in his study of the economic mission for Miami-Dade Community College (Appendix D). Richter pretested and refined his survey instrument with the assistance of Miami-Dade personnel including the president, the director and two staff members of the Institutional Research Office, two English composition instructors, a reading specialist , and a group of 10 administrators and faculty with experience in the business community. Richter used 31 two-part items on his instrument. Respondents were asked to rate (a) the importance of each item to the college mission and (b) the need to finance the item with tax dollars. Richter utilized a five-point Likert scale on each of the two ratings. He grouped his questions into four categories: (a) conventional occupational education programs, (b) linkages and articulation between Miami-Dade Community College and various organizations and sectors of the community, (c) components of community college participation in state-sponsored economic development programs, and (d) Miami-Dade Community College administration's responses to international encroachment in the economic environment.

Modification of the Survey Instrument

Richter's (1986) study of the economic/occupational mission of Miami-Dade Community College reflected the mission of an urban community college with a rapidly increasing population rate. As more people continue to establish their residences in the rural service area of a small central Florida community college, the formerly rural service area will become more urban in nature. As the area increases in population and reflects a more urban environment, the administrators of the community college will face the challenge of an ever-changing mission for the college.

In order to understand the needs of the semirural central Florida community college, the researcher consulted with the president, associate vice president of administration, the former director of vocational education who now serves as director of industry services, data analysts, and some of the vocational instructors. The researcher considered the individual suggestions of the administrators and instructors and removed questions 9, 15, 16, 20, 22, and 29 of Richter's (1986) survey instrument because those questions were not applicable to the central Florida community college under study. At the suggestions of the administrators and instructors, questions 16 and 17, which involved advisory committee members' assistance in identifying training needs and in developing training

programs (number 16) and involved service agencies(i.e., JTPA, H.R.S.) in order to permit potential employees to upgrade skills (number 17) were added to the modified instrument. The questions included in the modified document related to (a) conventional occupational education programs, (b) linkages and articulation between the community college and various organizations and sectors of the community, (c) components of community college participation in state sponsored economic development programs, and (d) the college administration's responses to international encroachment in the economic environment.

Methodology

The researcher conducted a mail survey of community leaders in the service area of a central Florida community college who were serving on the various advisory committees at the college. The advisory committee group of 207 individuals included a cross-section of leaders in the three central Florida counties making up the college service area. The researcher mailed the modified survey (Appendix A) to the advisory committee members along with a request for selected demographic information; a stamped, self-addressed return envelope; and a cover letter from the president of the college. Previous researchers have stressed the importance of using a cover letter signed by the president or the highest ranking college official available in order to receive a higher response rate (Babbie, 1973; Best, 1977;

Isaac & Michael, 1978). The demographic sheet (Appendix A) was included in order to determine the type of business, size of the business, and the length of time the business had existed in the service area of the community college. Six weeks were allowed for respondents to return the completed survey. Seventy-two usable responses and 7 unusable responses were received. A follow-up letter and survey were sent when 100 responses had not been returned within the six-week period; 28 additional usable responses and 3 unusable responses were received. This resulted in a return response rate of 53.5%.

After the collection of the data from the surveys, the data were analyzed by using descriptive and inferential statistics along with additional appropriate analyses. In order to compare the results from the two mailings statistically, the researcher calculated t-tests for each item from the two mailings. No significant differences were noted (Appendix B). In phase two of the data collection, the researcher sought to clarify patterns that emerged from the survey results by conducting semistructured interviews with 18 selected administrators and community leaders regarding (a) questions relating to present programs, (b) responses to growth, (c) responses to future growth potentials, (d) barriers to the use of the college, and (e) finance methods to be used. The 18 people selected for interviews were identified from the demographic information

and from the following college administrators: associate vice president, administration; associate vice president, student services; dean of technical education; dean of business department; dean of health occupations; associate dean, student development; director of admissions, records, and counseling; director of industry services; and a system analyst. The community leaders interviewed included two people from small businesses, one from communications, one from banking, two from medical, and three from the service sector. To see how the mission statement has changed over the years in response to the needs of the community, the researcher analyzed college catalogs, regional accreditation reports, strategic plans, year-end comments regarding the strategic plans, and activities of the college beyond the arts and sciences.

The researcher also conducted a comparative analysis of the results from community leaders in metropolitan Dade County with the results from the community leaders in the semirural area of north central Florida by using t-tests. Because Richter (1986) polled only community leaders for his study, the comparison was limited to that portion of the study.

CHAPTER 4
DATA ANALYSIS AND RESULTS

To analyze the perceptions of community leaders and college administrators regarding the extent to which they believed the mission of the community college was being met, a study was conducted at a semi-rural community college in central Florida. Previous researchers had contributed very little to help community college administrators formulate a particular mission for a certain service area. The researcher chose to adapt and utilize the process developed by Richter (1986) in his study of the mission for Miami-Dade Community College. In this chapter, the results of the study are described.

Presentation of Findings

Demographic Data

Data from the 100 completed demographic sheets returned by the respondents are displayed in Table 4-1. These data reveal that a majority of the respondents represented the service sector of the population. The service and medical sectors were combined. Sixty percent of the respondents represented the service-medical sector and 40% of the respondents represented the business sector.

Table 4-1

Demographic Characteristics of 100 Community Leaders in an Area Served by a Semirural Community College

	Item	Frequency	Percentage
I.	Type of business		
	Service	48	48%
	Medical	12	12%
	Manufacturing	12	12%
	Small Business	11	11%
	Utilities	8	8%
	Retailing	4	4%
	Banking	3	3%
	Communications	1	1%
	Foreign Trade	1	1%
	Total	100	100%
II.	Size of business (number of employees)		
	1-50	50	50%
	over 250	30	30%
	51-100	7	7%
	151-200	7	7%
	201-250	4	4%
	101-150	2	2%
	Total	100	100%
III.	Length of time business has existed in area		
	over 25 years	32	32%
	0-5 years	21	21%
	6-10 years	16	16%
	11-15 years	10	10%
	16-20 years	10	10%
	21-25 years	9	9%
	No response	2	2%
	Total	100	100%
IV.	Businesses using contract training		
	Yes	34	34%
	No	66	66%
	Total	100	100%
V.	Educational level of respondents		
	Baccalaureate Degree	37	37%
	High school diploma	33	33%
	Masters Degree	18	18%
	Doctorate	10	10%
	No response	2	2%
	Total	100	100%

When data on the size of the business that the respondents represented were combined, it was found that a majority of the respondents worked in either a small business with 1 to 50 employees or in a large business with over 250 employees. The remaining respondents worked in medium-sized businesses.

A majority of the respondents worked in businesses that had existed in the area for 16 to more than 25 years. The remaining respondents worked in businesses that started operating within the last 15 years.

On question 11, which related to contract training, one-third of the respondents answered that their business used contract training. Those who answered affirmatively listed the use of various agencies: Sunshine State Skills Grant, Central Florida Community College, in-house, GM Training Center, college satellite, community education, Florida Training Institute, Van Hooser Associates, and the state university system. Several respondents wrote notes indicating that they did not understand what the term "contract training" meant or how the college used it.

Of the respondents, 98% held a high school diploma or higher; while 2% did not answer that question. The researcher noted that 28% of the respondents attained a master's degree or higher.

Survey Data

The results of the measurement of the "important to do" dimension are presented in Table 4-2 and the results for the measurement of the "support with tax funds" dimension are presented in Table 4-3 for the 27 items on the survey. Since Richter (1986) grouped the survey questions into four groups and the researcher retained those groups, the reader can readily identify the questions related to conventional occupational educational programs, linkages between college and various organizations, college participation in state sponsored economic development programs, or international impingements on the economy.

Conventional Occupational Educational Programs

On the "important to do" dimension (Table 4-2), the respondents gave very positive support to those items related to conventional occupational educational programs, with means ranging from 3.64 for general education in occupational programs to 4.32 for coordination with high schools. When the items on the survey were ranked by their means, it was found that the respondents ranked six of these items at the top of the list with means above 4.0 (Table 4-4). The respondents gave the college strong support for the continuation of coordination of programs with the high schools; for credit instruction; for employability skills, counseling, and placement of students; for cooperative work

Table 4-2

Means for Items on the "Important To Do" Dimension

Item Number	Item Description	N	Mean	Std. Dev.
I.	Conventional occupational educational programs			
1	Credit instruction	100	4.30	0.937
2	Credit for older groups	99	4.09	1.138
3	Developmental instruction	100	3.86	1.073
4	Coordination with high schools	100	4.32	0.942
5	Lifelong training/retraining	99	3.87	1.220
6	Crosstraining	100	3.91	0.986
7	General education in occupational programs	100	3.64	1.210
8	Employability skills	100	4.21	1.131
9	Counseling/placement	100	4.12	1.076
10	Cooperative work experience	100	4.12	1.076
II.	Linkages between college and various organizations			
11	Contract training	100	3.95	1.067
12	Faculty training in business	100	3.82	1.095
13	Instructors from industry	100	3.98	1.370
14	Professional organizations	100	3.74	1.097
15	Credit for prior learning	100	3.68	1.136
16	Advisory committee	99	3.78	1.292
17	Service agencies	99	3.50	1.251
III.	College participation in state sponsored economic development programs			
18	Industrial recruitment	100	3.90	1.142
19	Changing job requirements	100	3.95	0.968
20	Retrain workers with obsolete skills	100	3.99	1.040
21	High technology training	100	3.87	1.116
22	Technology transfer	99	3.32	1.230
23	Assistance to small business	100	3.38	1.187
IV.	International impingements on economy			
24	Courses in foreign trade	100	2.72	1.207
25	Technical assistance to local foreign trade firms	100	2.60	1.163
26	Programs for foreign students	100	2.58	1.224
27	Technical assistance to foreign countries	100	2.29	1.250

TABLE 4-3

Means for Items "Support with Tax Funds" Dimension

Item Number	Item Description	N	Mean	Std. Dev.
I.	Conventional occupational educational programs			
1	Credit instruction	100	3.45	1.226
2	Credit for older groups	99	3.47	1.283
3	Developmental instruction	100	3.51	1.176
4	Coordination with high schools	100	3.55	1.234
5	Lifelong training/retraining	99	2.92	1.331
6	Crosstraining	100	3.09	1.232
7	General education in occupational programs	100	2.94	1.270
8	Employability skills	100	3.35	1.313
9	Counseling/placement	100	3.52	1.235
10	Cooperative work experience	100	3.22	1.299
II.	Linkages between college and various organizations			
11	Contract training	100	2.99	1.403
12	Faculty training in business	100	3.19	1.376
13	Instructors from industry	100	3.46	1.267
14	Professional organizations	100	3.01	1.396
15	Credit for prior learning	100	3.16	1.277
16	Advisory committee	100	3.06	1.384
17	Service agencies	99	2.88	1.318
III.	College participation in state sponsored economic development programs			
18	Industrial recruitment	100	3.47	1.235
19	Changing job requirements	100	3.34	1.224
20	Retrain workers with obsolete skills	100	3.38	1.270
21	High technology training	98	3.21	1.358
22	Technology transfer	99	2.85	1.336
23	Assistance to small business	100	2.80	1.231
IV.	International impingements on economy			
24	Courses in foreign trade	100	2.46	1.275
25	Technical assistance to local foreign trade firms	100	2.34	1.208
26	Programs for foreign students	100	2.26	1.236
27	Technical assistance to foreign countries	100	1.91	1.065

Table 4-4

Rankings of Items on the "Important To Do" Dimension

Rank (*)	Item Number	Item Description	Mean	A	B	C
1	4	Coordination with high schools	4.32	81	15	4
2	1	Credit instruction	4.30	87	8	5
3	8	Employability skills	4.21	85	5	10
4	9	Counsel/placement	4.12	82	10	8
4	10	Cooperative work experience	4.12	81	10	9
6	2	Credit for older groups	4.09	83	8	9
7	20	Retrain workers with obsolete skills	3.99	78	12	10
8	13	Instructors from industry	3.98	79	10	11
9	11	Contract training	3.95	77	14	9
9	19	Changing job requirements	3.95	75	17	8
11	6	Crosstraining	3.91	75	15	10
12	18	Industrial recruitment	3.90	71	19	10
13	5	Lifelong training/retraining	3.87	73	4	13
13	21	High technology training	3.87	74	13	13
15	3	Developmental instruction	3.86	72	17	11
16	12	Faculty training in business	3.82	68	9	13
17	16	Advisory committee	3.78	73	11	16
18	14	Professional organizations	3.74	68	16	16
19	15	Credit for prior learning	3.68	66	21	13
20	7	General education in occupational programs	3.64	61	19	20
21	17	Service agencies	3.50	59	21	20
22	23	Assistance to small business	3.38	55	22	23
23	22	Technology transfer	3.32	53	23	24
24	24	Courses in foreign trade	2.72	28	29	43
25	25	Technical assistance to local foreign trade firms	2.60	21	37	42
26	26	Programs for foreign students	2.58	24	32	44
27	27	Technical assistance to foreign countries	2.29	18	24	58

(*) Tied ranks are listed in order before rounding.
A Percentage of respondents indicating 4 or 5
B Percentage of respondents indicating 3
C Percentage of respondents indicating 1 or 2

experiences; and for credit to older students for prior learning in noncollegiate programs.

The respondents gave more modest support to the use of tax funds for the funding of those programs, indicating the need for more user fees. The results for each item on the "support with tax funds" dimension (Table 4-3) were lower than those for the "important to do" dimension. A composite mean of 3.94 for the "important to do" items and a composite mean of 3.30 for the "support with tax funds" items were obtained. These results were anticipated based on the findings of similar studies. As Doucette (1983) found in his study of Arizona community colleges, and as Richter (1986) found in his study of Miami-Dade Community College, people give more vocal support than financial support to community college programs. Of the "support with tax funds" items (Table 4-5), the following four were ranked at the top, with coordination with high schools again at the top of the list: coordination with high schools, counseling and placement, developmental instruction, and credit for older groups of students. These responses reflect the community's traditional view of the function of the college and the use of tax funds for the continued development of those programs.

Respondents gave the college strong support and a clear mandate for the continued growth and development of the conventional occupational educational programs. While

TABLE 4-5

Rankings of Items on the "Support with Tax Funds" Dimension

Rank (*)	Item Number	Item Description	Mean	A	B	C
1	4	Coordination with high schools	3.55	59	21	20
2	9	Counsel/placement	3.52	56	24	20
3	3	Developmental instruction	3.51	53	27	20
4	2	Credit for older groups	3.47	58	22	20
4	18	Industrial recruitment	3.47	54	26	20
6	13	Instructors from industry	3.46	50	14	36
7	1	Credit instruction	3.45	53	24	23
8	20	Retrain workers with obsolete skills	3.38	55	23	22
9	8	Employability skills	3.35	54	22	24
10	19	Changing job requirements	3.34	52	24	24
11	10	Cooperative work experience	3.22	45	27	28
12	21	High technology training	3.21	48	22	30
13	12	Faculty training in business	3.19	50	14	36
14	15	Credit for prior learning	3.16	43	27	30
15	6	Crosstraining	3.09	40	30	30
16	16	Advisory committee	3.06	46	23	31
17	14	Professional organizations	3.01	43	18	39
18	11	Contract training	2.99	41	19	40
19	17	Service agencies	2.88	38	26	36
20	7	General education in occupational programs	2.94	39	21	40
21	5	Training/retraining	2.92	36	25	39
22	22	Technology transfer	2.85	32	28	40
23	23	Assistance to small business	2.80	31	24	45
24	24	Courses in foreign trade	2.46	24	24	52
25	25	Technical assistance to local foreign trade firms	2.34	18	25	57
26	26	Programs for foreign students	2.26	28	26	56
27	27	Technical assistance to foreign countries	1.91	8	25	67

(*) Tied ranks are listed in order before rounding.
A Percentage of respondents indicating 4 or 5
B Percentage of respondents indicating 3
C Percentage of respondents indicating 1 or 2

respondents gave positive support for the use of tax funds for 8 of the 10 items related to these programs, respondents gave less support to items related to general education in occupational programs and lifelong training/retraining. The respondents rated those two items as very important, but they indicated their unwillingness to support them with tax funds. In this regard, college administrators might consider continuing these programs if they also consider special grants, student user fees, or cooperative business/industry financial support, especially for the training and retraining programs. The benefiting business, for example, would help finance the program.

Linkages between College and various Organizations

Survey respondents gave positive but lower support for the items on the "important to do" dimension (Table 4-2), with means ranging from 3.50 for service agencies to 3.98 for instructors from industry. Each item had a mean greater than 3.0, and the section had a composite mean of 3.74. As some respondents wrote question marks and notes on the surveys, it can be surmised that some respondents possessed knowledge on this section, but others needed clarification on some of the items.

As expected, respondents gave lower support for the same items on the "support with tax funds" dimension (Table 4-3). Means of from 2.88 for service agencies to 3.46 for instructors from industry were obtained. The composite mean

for the "support with tax funds" dimension was 3.11. On the rankings (Table 4-5), it can be noted that two items, service agencies and contract training, received below average support and had a mean below 3.0.

Respondents gave the college positive support on items related to linkages between the college and various organizations, but they gave more modest support to the use of tax funds for five of the seven items. The respondents' negative support for the use of tax funds on contract training and service organizations might indicate some misconceptions on the part of the respondents. However, college administrators might consider user fees from students or from the businesses and industries that utilize those programs. Clearly, the respondents considered those programs important to the economic mission of the college, but they did not endorse the use of tax funds for the continued use and development of the programs.

Community College Participation in State Sponsored Economic Development Programs

Similarly, the respondents gave positive support to community college participation in state sponsored economic development programs. For items on the "important to do" dimension (Table 4-2), they gave above average support, with means ranging from 3.99 for retraining workers with obsolete skills to 3.34 for technology transfer. A composite mean of 3.74 was calculated for these items. A review of the

rankings of these items (Table 4-4) reveals that the respondents gave positive but average support for items in this section.

Again, respondents gave lower support to these same items on the "support with tax funds" dimension (Table 4-3), with means ranging from 2.80 for assistance to small businesses to 3.47 for industrial recruitment. A composite mean of 3.18 was obtained for this section. One can readily see that technology transfer and assistance to small businesses both received little support; their means were below 3.0. Respondents indicated below- average support for technology transfer and assistance to small business.

The respondents assigned positive support to survey items related to college participation in state sponsored economic development programs, but they allotted less support to the use of tax funds for those programs. The respondents gave positive support to the use of tax funds on four of the six items; however, they gave below average support to the use of tax funds for technology transfer and assistance to small business. Again, it can be concluded that the college should continue these programs, but administrators might plan to finance them with fees from students or fees from the businesses and industries needing the programs.

International Impingements on Economy

The last four items on the survey dealt with college involvement with international impingements on the economy. On both the "important to do" dimension (Table 4-2) and "support with tax funds" dimension (Table 4-3), the respondents gave little support, as the means below 3.0 indicate. On the "important to do" dimension, the researcher noted that the means ranged from 2.29 for technical assistance to foreign countries to 2.72 for courses in foreign trade. Here, the researcher calculated the composite mean at 2.55. Even on the rankings (Table 4-4), one notices that the respondents consistently assigned little value to these items.

On the "support with tax funds" dimension, the researcher noted that the means ranged from 1.91 for technical assistance to foreign countries to 2.46 for courses in foreign trade. In this instance, a composite mean of 2.24 was obtained. It can be noted that the respondents assigned lowest importance to this section of the survey. A review of the rankings in Table 4-5 reveals that respondents gave little support to this entire section and that technical assistance to foreign countries had a mean of 1.91.

Since respondents gave weak support for items related to international impingements on the economy, the researcher suggests that administrators consider using more public

relations on these programs for better understanding by both the area citizens and the college students. Obviously, the respondents did not support the use of tax funds for those programs. Administrators might consider contract training where students and business/industry share the funding for the courses.

Comparison of Semi-rural and Urban Responses

To compare the means from the urban area and the semirural area, t-tests were calculated. As Richter (1986) reported neither the number of responses nor standard deviation for each item, the researcher assumed the figures were similar to those of the present study and used these figures for the missing data. On the "important to do" dimension, the researcher found that 11 of the items were significantly different (see Table 4-6). The items were ranked by t-test results (see Table 4-7). It can be noted that courses in foreign trade accounted for the greatest difference between the two groups. Little difference was noted between the two groups in regard to industrial recruitment ($p<.05$). The respondents gave similar responses to items related to conservative and traditional responsibilities of the college. Greater differences were noted on the responses to foreign impingements on the economy and more innovative jobs for the college (Table 4-7).

Table 4-6

Items on the "Important To Do" Dimension: A Comparison of Semirural (a) and Urban (b) Respondents

Item Number	Item Description	A(a) Mean	R(b) Mean	(d) t-test
1	Credit instruction	4.30	4.48	-1.36
2	Credit for older students	4.09	4.36	-1.86
3	Developmental programs	3.86	3.90	-0.26
4	Coordinate with high schools	4.32	4.38	-0.08
5	Training/retraining	3.87	4.15	-4.16*
6	Crosstraining	2.91	3.99	-0.99
7	General education	3.64	4.14	-2.92*
8	Employability skills	4.21	4.52	-1.94
9	Counseling/placement	4.12	4.18	-0.39
10	Cooperative work experience	4.12	4.48	-2.37*
11	Contract training	3.95	4.18	-1.52
12	Faculty training in business	3.82	4.17	-0.21
13	Instructors from business	3.98	4.43	-2.32*
14	Professional organizations	3.74	3.97	-1.42
15	Credit for prior learning	3.68	3.78	-0.62
16	Advisory committee	3.78	(c)	
17	Service agencies	3.50	(c)	
18	Industrial recruitment	3.90	4.22	-1.98*
19	Changing job requirements	3.95	4.19	-1.75
20	Unemployed groups	3.99	4.21	-1.50
21	Retrain workers with obsolete skills	3.87	4.23	-2.28*
22	High-tech training	3.32	3.58	-1.49
23	Assistance to small business	3.38	3.74	-2.14*
24	Courses in foreign trade	2.72	3.64	-5.39*
25	Technical assistance to foreign trade firms	2.60	3.18	-3.53*
26	Programs for foreign students	2.58	3.36	-4.51*
27	Technical assistance to foreign countries	2.29	3.10	-4.58*

* $p<.05$
(a) Semirural survey
(b) Richter (1986, p. 145) survey
(c) Item added to semirural survey
(d) 2-tailed test for significance was used. Minus sign simply indicates direction of difference.

TABLE 4-7

Rank Order of Items on the "Important To Do" Dimension: The Degree of Difference between Semirural and Urban Respondents

(a) Rank	Item No.	Item Description	(c) t-test
1	24	Courses in foreign trade	-5.39*
2	27	Technical assistance to foreign countries	-4.58*
3	26	Programs for foreign students	-4.51*
4	5	Training/retraining	-4.16*
5	25	Technical assistance to foreign trade firms	-3.53*
6	7	General education	-2.92*
7	10	Cooperative work experience	-2.37*
8	13	Instructors from business	-2.32*
9	21	Retrain workers with obsolete skills	-2.28*
10	23	Assistance to small business	-2.14*
11	18	Industrial recruitment	-1.98*
12	8	Employability skills	-1.94
13	2	Credit for older students	-1.86
14	19	Changing job requirements	-1.75
15	11	Contract training	-1.52
16	20	Unemployed groups	-1.50
17	22	High-tech training	-1.49
18	14	Professional organizations	-1.42
19	1	Credit instruction	-1.36
20	6	Crosstraining	-0.99
21	15	Credit for prior learning	-0.62
22	9	Counseling/placement	-0.39
23	3	Developmental programs	-0.26
24	12	Faculty training in business	-0.21
25	4	Coordinate with high schools	-0.08
26	16	Advisory committee	(b)
27	17	Service agencies	(b)

* Significant p>.05
(a) Tied ranks are listed in before-rounding order
(b) Item added to Abbott's survey
(c) 2-tailed test for significance was sued. Minus sign simply indicates direction.

The data reported in Tables 4-6 and 4-7 indicate that the urban respondents assigned greater importance to each item on the "important to do" dimension, while they gave both lower and higher responses on the "support with tax funds" dimension (Tables 4-8 and 4-9). On the "support with tax funds" dimension, urban and semirural respondents gave the same mean for item 21, retrain workers with obsolete skills. Both groups of respondents ranked international related items at the bottom of their priority list (Table 4-7, Table 4-9, and Appendix D). The researcher computed composite means for Richter's (1986) items that corresponded to the present study items. The semirural group gave more support (mean = 3.18) than did the urban group (mean = 3.06) on the community college participation in state-sponsored economic development programs on the "support with tax funds" dimension. The researcher concluded that the respondents' reactions on the entire survey were similar.

Results of Review of College Documents

A review of various college documents revealed many changes and additions, suggesting that administrators sought to meet the changing needs of the people in the service area. After the semirural community college was established in 1957 by the Florida Legislature, the president hired 16 faculty members to commence instruction for the 1958-59 term (Central Florida Junior College General Catalog, 1958, pp. 5-6). According to several long-time administrators, early

Table 4-8

Items on the "Support with Tax Funds" Dimension: A Comparison of Semirural (a) and Urban (b) Respondents

Item Number	Item Description	Semirural (a) Mean	Urban (b) Mean	(e) t-test
1	Credit instruction	3.45	3.97	-2.42*
2	Credit for older students	3.47	3.77	-1.65
3	Developmental programs	3.51	3.75	-1.44
4	Coordinate with high schools	3.55	3.73	-1.03
5	Training/retraining	2.92	3.06	-0.74
6	Crosstraining	3.09	3.20	-0.63
7	General education	2.94	3.48	-3.01*
8	Employability skills	3.35	3.80	-2.42*
9	Counseling/placement	3.52	3.41	0.63
10	Cooperative work experience	3.22	3.16	0.33
11	Contract training	2.99	2.45	2.22*
12	Faculty training in business	3.19	2.57	3.18*
13	Instructors from business	3.46	3.36	0.56
14	Professional organizations	3.01	2.18	4.20*
15	Credit for prior learning	3.16	2.86	1.66
16	Advisory committee	3.06	(c)	
17	Service agencies	2.88	(c)	
18	Industrial recruitment	3.47	3.61	-0.80
19	Changing job requirements	3.34	2.73	3.52*
20	Unemployed groups	3.38	3.52	-0.78
21	Retrain workers with obsolete skills	3.21	3.21	(d)
22	High-tech training	2.85	2.58	1.42
23	Assistance to small business	2.80	2.72	0.46
24	Courses in foreign trade	2.46	2.77	-1.71
25	Technical assistance to foreign trade firms	2.34	2.23	0.64
26	Programs for foreign students	2.26	2.09	0.97
27	Technical assistance to foreign countries	1.91	2.03	-0.80

* p<.05.
(a) Present survey
(b) Richter (1986, p. 146) survey
(c) Item added to present survey
(d) Same mean for item number on both present and Richter surveys
(e) 2-tailed test for significance was used. Minus sign simply indicates direction.

Table 4-9

Rank Order of Items on the "Support with Tax Funds" Dimension: The Degree of Difference between Semirural and Urban Respondents

Rank	Item No.	Item Description	(c) t-tests
1	14	Professional organizations	4.20*
2	19	Changing job requirements	3.52*
3	12	Faculty training in business	3.18*
4	7	General education	-3.01*
5	1	Credit instruction	-2.42*
6	8	Employability skills	-2.42*
7	11	Contract training	2.22*
8	24	Courses in foreign trade	-1.71
9	15	Credit for prior learning	1.66
10	2	Credit for older students	-1.65
11	3	Developmental programs	-1.44
12	22	High-tech training	1.42
13	4	Coordinate with high schools	-1.03
14	26	Programs for foreign students	0.97
15	18	Industrial recruitment	-0.80
16	27	Technical assistance to foreign countries	-0.80
17	20	Unemployed groups	-0.78
18	5	Training/retraining	-0.74
19	25	Technical assistance to foreign trade firms	0.64
20	6	Crosstraining	-0.63
21	9	Counseling/placement	0.63
22	13	Instructors from business	0.56
23	23	Assistance to small business	0.46
24	10	Cooperative work experience	0.33
	21	Retrain workers with obsolete skills	(a)
	16	Advisory committee	(b)
	17	Service agencies	(b)

* $p<.05$
(a) Same mean for both present and Richter surveys
(b) Item added to present survey
(c) 2-tailed test for significance was used. Minus sign simply indicates direction of the difference.

administrators at the college focused on the internal needs of the college rather than on the needs of the community and service area. However, as administrators faced the needs of the community and of the service area, they sought ways to meet those needs and enhance the reputation of the college as a valued resource for the area. After examining college catalogs, various accreditation reports, self-studies, and other college documents, the researcher noted that as the college grew in enrollment, administrators added and dropped courses and departments in order to meet the growing needs of the citizens in the area. Officials designated the college as an area vocational education center in April, 1965 (Central Florida Community College 1983-84 Institutional self-study, 1984, p. 2.22). With the separation of the college from the jurisdiction of the Marion County School Board in 1968, the trustees for the college changed the name of the institution in 1971 to Central Florida Community College to indicate the range and scope of the college's activities and programs (Central Florida Community College 1983-84 Institutional Self-Study, 1984, pp. 2-4).

When various college catalogs were examined, it was noticed that the mission statements had changed over the years and substantiated the statements of several administrators who were interviewed. For example,

administrators pointed out the following mission statement in the current catalog:

> Central Florida Community College is a comprehensive community college committed to providing equal access to opportunities that enable its constituents to adapt to a rapidly-growing and technologically changing environment. CFCC leads as an innovative educational network building a stronger community by providing college transfer programs, occupational training, student services, college preparatory and adult education programs (Central Florida Community College 1990-1991 Catalog, 1990, p. 1)

The researcher noted that in the 1990 Fifth-Year Report Narrative on Institutional Effectiveness administrators considered both the rapid growth of the area and the almost 60% increase in the number of students attending credit classes during the last three years. The president responded to these changes and appointed a committee of faculty, administrators, trustees, students, and lay citizens to develop a new mission statement. Administrators had defined strategic goals, articulated administrative focal points, and redefined programs and procedures (p. 3). According to this plan, administrators would identify specific measurement elements by gathering base-line data on the performance of each element. They would use the data to propose performance standards as well as target those levels that needed improvement. Administrators would use the model for evaluation that included planning, evaluation, and change. They anticipate

that they would complete this process during the 1991-1992 school year (p. 9).

Interview Results

As the researcher interviewed community leaders and college administrators, similarities and differences between the two groups were noted. While each group expressed support for the college and its programs, the community leaders spoke in more general terms: "The college is doing a good job." The college administrators identified more specific problems, discussed possible solutions, pointed out both positive and negative aspects of the mission(s); thus they indicated more objectivity than did the community leaders. College administrators anticipated many of the results, but they also expressed surprise at some responses regarding high technology training, training/retraining, contract training, and technology transfer.

As interviewed community leaders and college administrators addressed the survey results, they agreed that most people in the service area viewed the mission of the community college as traditional, conventional, and conservative in nature (i.e., to serve as a transfer program for students going on to universities or to train students for employment). Some college administrators noted that although the population had grown rapidly, many citizens lacked a vision for the future. Instead of possessing a more global view of possibilities for the area and its

citizens, many held fast to the "small town mentality." Several community leaders noted that most people in the area view the community college as a stepping stone for students going from the community college to the university level. While people may want services, they do not want to pay for them from their own pockets. As one respondent put it, "Let the state or someone else pay the costs, not me."

Some community leaders commented that many people in the area do not understand the missions of the college nor the need for interaction with other groups in the community; they only see the college in a traditional role. Several administrators explained that one important future trend for the college was to provide training for citizens in the community and to attract more economic development for the area. As one person commented, "Many people in the service area look only at their own needs. [They use] selfish reasoning void of logic." Several college administrators mentioned that the public might not understand some terms that were used in the survey, thus respondents may not have answered objectively.

In the section that dealt with gaining support from the state, many of the interviewees stated that they believed people wanted services but did not want to pay for them. If support could come from the state, they would take it. As several administrators pointed out, the college's public relations department kept the public aware of many large

Sunshine State grants that the college received to train employees in local businesses, but administrators needed to do more on the public relations front in order to better educate the public as to the various missions of the college.

Both college administrators and community leaders pointed out that people in this area reflected a more rural, conservative political outlook. Because few businesses in the area worked in international trade, many people failed to see the importance of interaction with the world community. They also indicated that this conservative political thought conflicted with college involvement in international affairs. Several interviewees indicated displeasure with an increased number of international students on campus, and they indicated a desire for a more isolationist stance with foreign countries. Perhaps, recent events in the Middle East may have influenced their thinking.

The interviewees noted that the semi-rural area had 60% of its respondents from the service sector (i.e., 48% service, 12% medical) while the urban area had only 33% from the service sector (i.e., 21% service, 12% medical) (Richter, 1986). The urban area respondents had greater representation from the business sector (67%) than did the semirural area respondents (40%). The interviewees pointed out that many people in the semi-rural area worked at blue

collar jobs, attained lower educational levels than people in the surrounding areas, and reflected less interest in industry and change. Interviewees were surprised to note that item 21, retrain workers with obsolete skills, had the same mean for both the urban and the semi-rural respondents.

Twelve of the items on the "support with tax funds" dimension received greater support from the semi-rural area than from the urban area. The interviewees gave different explanations for this result. The community leader interviewees thought that people in the area might identify more with the community college and want stronger support since it served as a stepping stone to the university level for many students. College administrator interviewees, on the other hand, pointed out the lower tax rate and the lower cost of living in the semi-rural area than the more urban area of Dade County. As several interviewees noted, the four-year difference in the time at which the two surveys were mailed could have had implications for the respondents due to changes in the economy, tax rates, international trade, and the Middle East crisis.

Summary

Survey and interview data on the perceptions of community leaders and college administrators regarding the economic mission for the community college were gathered. To understand better how administrators meet the needs of the community over time, college documents were examined.

Survey data from an urban area was compared with data from a semirural area. Although similarities existed between the semirural and the urban respondents, definite differences also existed. Based on the analysis of the data from the surveys, interviews, documents, and other studies, implications and recommendations are presented in Chapter 5.

CHAPTER 5
SUMMARY, DISCUSSION, AND CONCLUSIONS

Summary

This study of the economic mission of a semirural community college in Florida was conducted by interviewing community leaders and college administrators, comparing and contrasting their responses; and finally, comparing and contrasting the data from the survey with those presented in Richter's (1986) study of the urban Miami-Dade Community College service area. As noted earlier, community college administrators enjoyed rapid expansion of enrollments and physical plants during the 1960s and 1970s; however, they found themselves entangled in debate while the public increased fiscal, social, and political pressures and questions regarding the various missions of the college.

Discussion

Survey Results

Three main findings were noted from the analysis of survey data:

1. The semirural respondents indicated greater support to the "important to do" dimension than to the "support with tax funds" dimension. As discussed in Chapter 4, this finding supported the studies of other researchers who found

that people tend to give more vocal support than financial support to the economic mission of a community college.

2. On both the "important to do" and the "support with tax funds" dimensions, the semirural respondents gave their strongest support to the conventional occupational educational programs, to linkages between the college and various organizations; next to community college participation in state sponsored economic development programs, and their least support to international impingements on the economy. The respondents' ranking of the groups of items supports their more conservative, conventional views of the college and its programs. Many community leaders stated that the main job of the college was to be a stepping stone to the university for area students.

3. The semirural respondents indicated negative support (mean of less than 3.0) to international impingements on the economy. Some interviewees pointed to the lowest ranking for international impingements on the economy as an indication of respndents' narrow views and the need for a more global view of the college and its programs. Some administrators suggested a need for better communications between the college and the community.

Interview Results

Three recurring themes were noted in a comparative analysis of data collected in the semistructured interviews

of the semirural community leaders and the college administrators:

1. Both the community leaders and the college administrators supported the community college. The citizens identified with the college, considered it an asset, and tried to enhance its image in the community.

2. Community leaders responded in vague, general terms to the image of the community college. This may reflect a lack of knowledge of the various missions and goals of the college.

3. College administrators offered specific suggestions for improvements in the image and missions of the college and spoke of long-range planning and changes to meet the changing needs of the service area. The administrators indicated more specific knowledge on the missions, needs, and plans of the college than community leaders. This suggests a need for better communications between the college and the community.

Comparison of Semirural and Urban Respondents

Three primary conclusions were drawn from the comparative analysis of data gathered from the semirural and urban respondents:

1. The urban respondents gave stronger support to all of the items on the "important to do" dimension than did the semirural respondents. Interviewees pointed out that the responses of the semirural area residents reflected a more

conservative view than the urban respondents. Several semirural interviewees noted that differences in cost of living and tax base might explain some of those responses.

2. Both the semirural and the urban groups ranked their support of items in the following order (from most to least support): conventional occupational educational programs, linkages between college and various organizations, community college participation in state sponsored economic development programs, and international impingements on the economy. While the respondents lived in different environments, they valued the same priorities.

3. Semirural respondents revealed more conservative, traditional values than did urban respondents. The semirural respondents gave their strongest support to the conventional occupational education programs and their least support to the international impingements on the economy.

Conclusions

Semirural community college administrators face many challenges as they move toward the end of the 20th century and the beginning of the 21st century. Administrators realize that the nation's economic welfare depends upon the education and proper training of a specialized workforce. Another challenge that semirural community college administrators face involves the newer nontraditional trends for linking educational institutions with business and industry. The funding of these programs could be

accomplished with user fees from the business/industry utilizing the programs rather than tax funds. Semirural administrators also face the challenge of the college's role in economic development at the local, state, and national levels.

Since each community college's administrators face questions that relate to meeting a set of unique environmental needs, administrators can not utilize a universal mission. Instead, administrators at each college must discern the various missions for the college and work toward meeting those needs with innovative funding. Similarities may exist among community colleges, yet each college serves a different and singular environment or service area.

As semirural administrators develop more partnerships with business and industry, they will find many new opportunities for changes in institutional policies and practices, mission, and for program funding. Such ventures will contribute opportunities for leadership throughout the institution. Possibilities for future partnerships may involve cooperative relationships with other institutions, and that would involve more innovative financing for programs. Since the economic mission continues in the spotlight as partnerships and special programs increase, the college (that was the focus of this study) appears to meet the expectations of citizens in the community.

Implications

The results of the study reported herein suggest a number of implications for the semirural community college and for other community colleges. The following implications apply to the semirural community college:

1. Several issues and topics were identified in the study as needing clarification for the public; i.e., contract training, training/retraining, international interactions. Since the financing of education continues to be a problem in Florida, public relations leaders could clarify those points, explain the vocabulary used, and gain added support for the college from the community. Leaders must articulate the missions of the college and interact positively with the public. By communicating the mission(s) of the college, administrators gain leverage in their lobbying of the state legislature for additional financial support. Respondents gave the college a definite mandate to use tax funds on most items. However, when the respondents indicated negative support on use of tax funds, administrators need to consider more local funding for students and the businesses/industries using the programs. One obvious answer might be higher user fees, but higher user fees could result in such high fees that fewer students could enroll in the programs. Administrators have many things to consider.

2. Several community college administrators pointed out the need for better coordination between the high schools and the college, with the growing trend for colleges and high schools to improve their communication, articulation, and cooperation on the 2 plus 2 technical prep programs, formerly known as vocational programs. This may involve greater expenditures of tax funds for these programs, but the respondents gave strong support to continuation of this function of the college.

3. Community leaders stressed the need for better coordination between the two-year college and the 4-year colleges and universities as more students obtain an AA degree before they obtain their baccalaureate degree. Respondents gave a clear mandate for the college to continue this traditional function and to use tax funds for financing the programs.

4. College administrators acknowledge the need to work with foreign students and foreign trade firms. Public relations leaders could improve the understanding of this newer mission to the service area through better communications and modeling a more global attitude. Administrators could accomplish the financing of these programs through user fees rather than the use of tax funds.

The following implications might apply to other community colleges:

1. Other community colleges would profit from a

replication of this study to determine how well they meet their environmentally sanctioned mission.

2. Other community colleges would profit from the application of the survey to determine how well they meet their missions in the following programs areas: community education, economic, health occupations, transfer, developmental education missions, etc.

3. With the rapid population growth in many areas, community colleges might consider more follow-up studies to evaluate how well participants received the needed training for their jobs.

Finally, the following recommendations for future research are submitted:

1. College leaders could profit from a replication of this study at regular time intervals. They could also profit from the application of this study to other missions of the college.

2. Since the semirural administrators face the challenges associated with a rapidly growing population for this service area and negative reactions relating to international impingements on the economy, administrators could conduct a study to determine what barriers exist.

APPENDIX A

BUSINESS AND INDUSTRY SURVEY

June 14, 1989

Dear Business Leader:

We at Central Florida Community College are undertaking a study of our mission which involves a better match of our services with the needs of the community. Our first step will be to conduct a survey of the business and industry communities of Citrus, Levy, and Marion Counties.

Because of your extensive knowledge of the area's economic environment and your familiarity with the college, I am asking that you participate in this survey by completing and returning the enclosed questionnaire in the postage-paid envelope provided for your convenience.

This effort is part of a dissertation study under investigation by Ms. June Abbott of this faculty, and we assure you that your response will make a difference in what we do here at CFCC.

We would very much appreciate your cooperation.

Sincerely,

William J. Campion
President

WJC:st

Enc.

CENTRAL FLORIDA COMMUNITY COLLEGE
Business and Industry Survey

Please return the completed survey as soon as possible. Use the stamped, self-addressed envelope that has been enclosed for your use. The questions and the survey were designed to take a minimum of you time. Thank you for your cooperation.

BUSINESS INFORMATION:
Please check the appropriate answer.

1. Type of business (check one item only)
   - ___ manufacturing
   - ___ service
   - ___ banking
   - ___ foreign trade
   - ___ utilities
   - ___ medical
   - ___ communications
   - ___ small business
   - ___ retailing

2. Size of business (approximate number of employees)
   - ___ 1-50
   - ___ 51-100
   - ___ 101-150
   - ___ 151-200
   - ___ 201-250
   - ___ over 250

3. Length of time business has existed in county
   - ___ 0-5 years
   - ___ 6-10 years
   - ___ 11-15 years
   - ___ 16-20 years
   - ___ 21-25 years
   - ___ over 25 years

4. Do you or your business currently use any type of contract training?
   ___ yes ___ no
   If you answered yes to the above question, please list the source(s) of that training. _____

   _____

RESPONDENT INFORMATION:

5. Please check the highest educational level you have achieved.
   - ___ High school diploma
   - ___ Master's degree
   - ___ Bachelor's degree
   - ___ Doctorate

6. Would you consider volunteering as a contact person for future surveys and questionnaires? Check one answer.
   ___ yes ___ no (disregard number 7)

7. If you answered yes to number 6, please supply the following information:

   Name _____

   Position _____ Phone Number _____

   Business/Industry _____

   Address _____

CENTRAL FLORIDA COMMUNITY COLLEGE

Business and Industry Survey

Directions: For each statement, please circle only one number on the line labeled "important to do" and one number on the line labeled "Support with tax funds" using the following number-value scale: 1-strongly disagree, 2-disagree, 3-undecided, 4-agree, 5-strongly agree

Central Florida Community College should

1	Offer credit instruction in occupational areas to prepare students of traditional college age for immediate employment	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	1.
2	Offer credit instruction in occupational areas to prepare students older than tradition college age for immediate employment	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	2.
3	Offer developmental programs to enable students with serious basic skills deficiencies to prepare for occupational programs	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	3.
4	Coordinate its occupational programs with those offered by local high schools to assure smooth transition of students from one level to the other without unnecessary delay or duplication of effort	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	4.
5	Allow students to cycle in and out of the institution for training and retraining throughout their working lives for continuing development and advancement	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	5.
6	Teach broad technical skills that are transferable from one job to another	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	6.
7	Include a general education component--communications, humanities, and social sciences--in all occupational degree programs	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	7.
8	Teach "employability skills"--effective human relations, appropriate personal appearance, good work habits, etc.--in all occupational certificate and degree programs	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	8.
9	Provide career counseling and job placement services to students in occupationalprograms	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	9.
10	Cooperate with local business and industry to provide opportunities for students to work concurrently in their chosen occupation	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	10.
11	Contract to provide specific training needed by local companies	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	11.
12	Provide opportunities for occupational faculty to update their competencies by working in local business and industry	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	12.
13	Locate and hire industry personnel with special competencies to serve as instructors in occupational courses	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	13.
14	Cooperate with professional organizations in the development and implementation of educational benefits for their members	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	14.
15	Develop processes for students to earn credit for their prior learning in order to accelerate the completion of program requirements	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	15.
16	Involve advisory committee members both in identifying training needs and in developing training programs	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	16.
17	Involve service agencies (i.e., J.T.P.A., H.R.S.) in order to permit potential employees to upgrade skills	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	17.
18	Develop and offer specialized training programs to attract new industry to Marion, Citrus, and Levy counties	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	18.
19	Develop and offer specialized training programs to help employees of local firms meet changing job requirements	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	19.
20	Develop and offer specialized programs to retrain workers with obsolete skills to work in new occupations	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	20.
21	Develop and offer training programs in high-technology occupations	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	21.
22	Provide exposure to high-technology equipment so that local business and industry personnel may test its applicability to their operations	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	22.
23	Provide direct assistance and consultation on matters related to operating a small business	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	23.
24	Offer special courses related to the conduct of foreign trade	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	24.
25	Provide direct technical assistance to local firms engaged in foreign trade	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	25.
26	Offer occupational certificate and degree programs to students from foreign countries	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	26.
27	Provide direct technical assistance to educational institutions in foreign countries	Important to do: 1 2 3 4 5 Support with tax funds: 1 2 3 4 5	27.

APPENDIX B

t-TESTS FOR ABBOTT'S TWO MAILINGS

T-TESTS AND PROBABILITIES
ON ABBOTT'S TWO MAILINGS OF SURVEY

(*Significant p> .05; t=1.98)

Item Number	Item Description		Imp. to do	Use tax $
Demographic Data:				
1	Type of business	(0.86)		
2	Size of business	(0.89)		
3	Length of time business here	(0.11)		
4	Use of contract training	(0.06)		
5	Educational level	(0.68)		
Survey Data:				
1	Credit instruction		0.69	0.03
2	Credit for older students		0.41	0.70
3	Developmental programs		0.82	0.02
4	Coordinate with high schools		0.63	0.24
5	Training/retraining		0.94	0.06
6	Crosstraining		0.34	0.05
7	General education		0.52	0.51
8	Employability skills		0.98	0.13
9	Counseling/placement		0.63	0.13
10	Cooperative work experience		0.12	0.02
11	Contract training		0.16	0.02
12	Faculty training in business		0.16	0.04
13	Instructors from business		0.07	0.06
14	Professional organizations		0.42	0.06
15	Credit for prior learning		0.11	0.02
16	Advisory committee		0.10	0.13
17	Service agencies		0.30	0.34
18	Industrial recruitment		0.45	0.37
19	Changing job requirements		0.23	0.29
20	Unemployed groups		0.73	0.17
21	Retrain workers with obsolete skills		0.90	0.32
22	High-tech training		0.60	0.20
23	Assistance to small business		0.29	0.12
24	Courses in foreign trade		0.34	0.16
25	Technical assistance to foreign trade firms		0.22	0.48
26	Programs for foreign students		0.02	0.01
27	Technical assistance to foreign countries		0.01	0.01

APPENDIX C

BASIC INTERVIEW QUESTIONS

BASIC INTERVIEW QUESTIONS

1. Which responses did you anticipate? Why?

2. Which responses surprised you? Why?

3. Why do you think the Miami-Dade survey respondents gave higher philosophical support to the " Important to Do" dimension of the survey than did the CFCC respondents?

4. Why do you think the CFCC survey respondents gave a higher "Support with Tax Funds" than did the Miami-Dade survey respondents?

5. (Table 4-3) Why do you think the survey respondents gave very positive ratings to the questions from the section on conventional occupational educational programs but gave negative responses to the questions relating to international impingement on the economy?

6. What indicators do the administrators at CFCC consider in altering or adding programs?

7. What implications do you think this survey data could have on programs at CFCC?

APPENDIX D

RICHTER SURVEY

MIAMI-DADE COMMUNITY COLLEGE
Business and Industry Survey

Directions: For each item, please mark one box labeled "Important to do" and one box labeled "Support with tax funds."

Miami-Dade Community College Should:		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1. Offer credit instruction in occupational areas to prepare students of traditional college age for immediate employment.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
2. Offer credit instruction in occupational areas to prepare students older than traditional college age for immediate employment.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
3. Offer developmental programs to enable students with serious basic skills deficiencies to prepare for occupational programs.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
4. Coordinate its occupational programs with those offered by local high schools, to assure a smooth transition of students from one level to the other without unnecessary delay or duplication of effort.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
5. Allow students to cycle in and out of the institution for training and retraining throughout their working lives, for continuing development and advancement.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
6. Teach broad technical skills that are transferable from one job to another.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
7. Include a general education component— communications, humanities, and social sciences— in all occupational degree programs.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5

IR-10/85

MIAMI-DADE COMMUNITY COLLEGE
Business and Industry Survey

Directions: For each item, please mark one box labeled "Important to do" and one box labeled "Support with tax funds."

Miami-Dade Community College Should:

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
8. Teach "employability skills"— effective human relations, good work habits, appropriate personal appearance, etc.— in all occupational certificate and degree programs.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
9. Emphasize the information skills of reading, writing, and computation in all occupational courses and programs.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
10. Provide career counseling and job placement services to students in occupational programs.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
11. Cooperate with local business and industry to provide opportunities for students to work concurrently in the occupations they are preparing for.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
12. Contract to provide specific training needed by local companies.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
13. Provide opportunities for occupational faculty to update their competencies by working in local business and industry.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
14. Locate and hire industry personnel with special competencies to serve as instructors in occupational courses.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
15. Cooperate with unions in the development and implementation of apprenticeship training programs.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5

MIAMI-DADE COMMUNITY COLLEGE
Business and Industry Survey

Directions: For each item, please mark one box labeled "Important to do" and one box labeled "Support with tax funds."

Miami-Dade Community College Should:

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
16. Cooperate with unions in the development and implementation of educational benefits for their members.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
17. Cooperate with professional organizations in the development and implementation of specific training programs for their members.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
18. Develop processes for students to earn credit for their prior learning, as a means to accelerate the completion of program requirements.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
19. Develop and offer specialized training programs to attract new industry to Dade County.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
20. Develop and offer specialized training programs to meet critical manpower shortages in Dade County.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
21. Develop and offer specialized training programs to help employees of local firms meet changing job requirements.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
22. Develop and offer specialized training programs to reduce unemployment among target populations.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
23. Develop and offer specialized programs to retrain workers with obsolete skills to work in new occupations.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5

-10/85

MIAMI-DADE COMMUNITY COLLEGE
Business and Industry Survey

Directions: For each item, please mark one box labeled "Important to do" and one box labeled "Support with tax funds."

Miami-Dade Community College Should:

		Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
24. Develop and offer training programs in high-technology occupations.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
25. Provide exposure to high-technology equipment so that local business and industry personnel may test its applicability to their operations.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
26. Provide direct assistance and consultation on matters related to operating a small business.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
27. Offer special courses related to the conduct of foreign trade.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
28. Provide direct technical assistance to local firms engaged in foreign trade.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
29. Offer short-term intensive training in the language and customs of foreign countries.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
30. Offer occupational certificate and degree programs to students from foreign countries.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5
31. Provide direct technical assistance to educational institutions in foreign countries.	Important to do	1	2	3	4	5
	Support with tax funds	1	2	3	4	5

APPENDIX E

RICHTER SURVEY RESULTS

Table 1

Measurement of the "Important to Do" Dimension

Rank (a)	Item Number	Item Description	Mean	A	B	C
1	9	Information skills	4.64	95	3	2
2	8	Employability skills	4.52	95	3	2
3	1	Credit programs	4.48	94	1	5
3	11	Cooperative work experience	4.48	99	1	0
5	1	Instructors from industry	4.43	94	3	3
6	2	Credit programs-older groups	4.39	94	3	3
7	4	Coordination with high school programs	4.38	87	6	7
8	20	Critical manpower shortages	4.37	93	4	3
9	24	High tech training	4.23	89	8	3
10	19	Industrial recruitment	4.22	84	11	5
11	23	Retrain workers	4.21	93	3	4
12	21	Changing job requirements	4.19	89	6	5
13	10	Counseling/placement	4.18	88	9	3
13	12	Contracts-local firms	4.18	84	12	4
15	13	Faculty training in business	4.17	82	14	4
15	22	Targeted unemployed groups	4.17	85	6	9
17	5	Lifelong training/retraining	4.15	84	12	4
18	7	General education components	4.14	78	17	5
19	6	Crosstraining	3.99	76	20	4
20	17	Professional organizations	3.97	83	8	9
21	3	Developmental instruction	3.90	77	8	15
22	18	Credit for prior learning	3.78	73	16	11
23	26	Assistance to small business	3.74	68	20	12
24	27	Courses in foreign trade	3.64	65	24	11
24	29	Foreign language/customs	3.64	66	17	17
26	25	Technology transfer	3.58	61	20	19
27	15	Union apprentice training	3.54	64	13	23
28	16	Union education benefits	3.38	57	22	21
29	30	Foreign student programs	3.36	50	30	20
30	28	Assistance to foreign trade firms	3.18	47	24	29
31	31	Technical assistance to foreign countries	3.10	38	36	26

(a) Tied ranks are listed in before-rounding order.
A Percentage of respondents indicating 4 or 5
B Percentage of respondents indicating 3
C Percentage of respondents indicating 1 or 2
Richter, 1986, p. 145.

Table 2

Measurement of the "Support with Tax Funds" Dimension

Rank (a)	Item Number	Item Description	Mean	A	B	C
1	9	Information skills	3.98	73	12	15
2	1	Credit programs	3.97	75	11	14
3	8	Employability skills	3.80	67	14	19
4	2	Credit programs-older groups	3.77	67	18	15
5	22	Targeted unemployed groups	3.75	67	16	17
6	3	Developmental instruction	3.73	68	15	17
6	4	Coordination with high school programs	3.73	62	22	16
8	20	Critical manpower shortages	3.72	65	18	17
9	19	Industrial recruitment	3.61	60	21	19
10	23	Retrain workers	3.52	57	24	19
11	7	General education component	3.48	53	26	21
12	10	Counseling/placement	3.41	52	22	26
13	14	Instructors from industry	3.36	52	15	33
14	24	High technology training	3.21	49	21	30
15	6	Crosstraining	3.20	41	32	27
16	11	Cooperative work experience	3.16	42	24	34
17	5	Lifelong training/retraining	3.06	39	27	34
18	18	Credit for prior learning	2.86	32	27	41
19	27	Courses in foreign trade	2.77	29	30	41
20	21	Changing job requirements	2.73	30	21	49
21	26	Assistance to small business	2.72	28	23	49
22	29	Foreign language/customs	2.65	29	23	48
23	25	Technology transfer	2.58	23	27	50
24	13	Faculty training in business	2.57	22	28	50
25	12	Contracts with local firms	2.45	20	28	52
26	15	Union apprentice training	2.38	20	22	58
27	28	Assistance to foreign trade firms	2.23	9	30	61
28	17	Professional organizations	2.18	14	20	66
29	30	Foreign student programs	2.09	13	20	67
30	31	Technical assistance to foreign countries	2.03	11	18	71
31	16	Union education benefits	1.97	9	22	69

(a) Tied ranks are listed in before-rounding order.
A Percentage of respondents indicating 4 or 5
B Percentage of respondents indicating 3
C Percentage of respondents indicating 1 or 2
Richter, 1986, p. 146.

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BIOGRAPHICAL SKETCH

June Hamilton Abbott, born March 20, 1936, in Bushnell, Florida, attended Sumter County schools and graduated in 1954 as valedictorian of her class. In February, 1958, June received her Bachelor of Science Degree in home economics from Florida State University and worked as a home economist with Tampa Electric Company. After marriage and a move to Birmingham, Alabama, June worked as assistant director of Junior Red Cross in Jefferson County, later taught home economics in the Jefferson County school system, earned her Master of Arts in Teaching Degree from the University of Montevallo, and taught sixth grade students before she moved to Amarillo, Texas, with her family. In Amarillo, June taught fourth through sixth grade science and social studies. After a divorce and her son's graduation from the University of Texas in Austin, June returned to Florida and directed the IMTS Lab at the Withlacoochee Vocational and Adult Education Center. While June taught college preparation courses and coordinated labs at Central Florida Community College for four years, she earned her Educational Specialist Degree from the University of Florida in 1987.

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I certify that I have read this study and that in my opinion it conforms to acceptable standards of scholarly presentation and is fully adequate, in scope and quality, as a dissertation for the degree of Doctor of Education.

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